

**For Those
Concerned With
Children 2-12**

*To Stimulate Thinking
Rather Than Advocate
Fixed Practices*

1956- That All Children
1957 May Learn

Childhood Education



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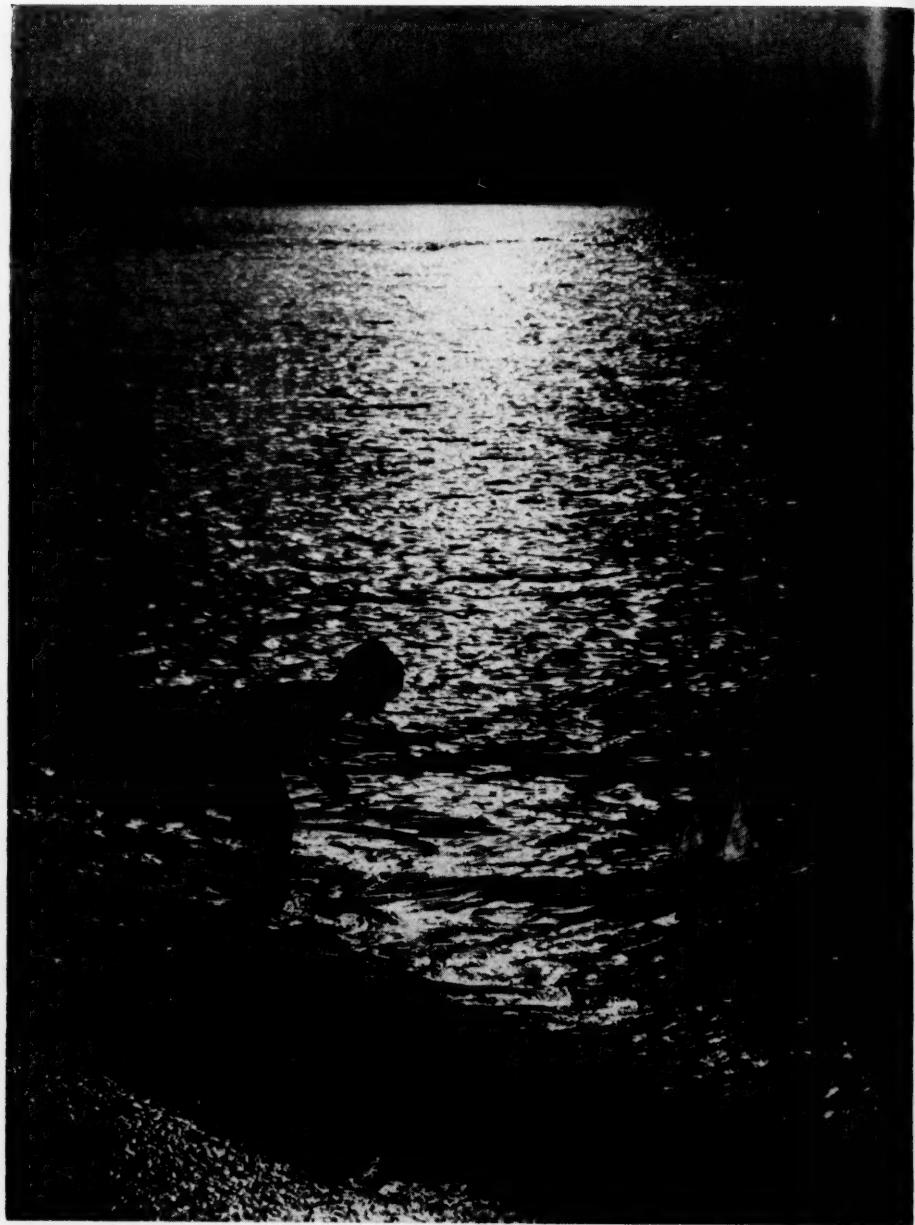
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ALIDA H. HISLE, *Advertising Mgr.*



"... the little boat slack-tow'd astern"

There was a child went forth

There was a child went forth every day,
And the first object he look'd upon, that object he became,
And that object became part of him for the day or a certain part of the
day,
Or for many years or stretching cycles of years.

The early lilacs became part of this child,
And grass and white and red morning-glories, and white and red
clover, and the song of the phoebe-bird,
And the Third-month lambs and the sow's pink-faint litter, and the
mare's foal and the cow's calf,
And the noisy brood of the barnyard or by the mire of the pond-side,
And the fish suspending themselves so curiously below there, and the
beautiful curious liquid,
And the water-plants with their graceful flat heads, all became part of
him.

The field-sprouts of Fourth-month and Fifth-month became part of him,
Winter-grain sprouts and those of the light-yellow corn, and the esculent
roots of the garden,
And the apple-trees cover'd with blossoms and the fruit afterward, and
wood-berries, and the commonest weeds by the road,
And the old drunkard staggering home from the outhouse of the tavern
whence he had lately risen,
And the schoolmistress that pass'd on her way to the school,
And the friendly boys that pass'd, and the quarrelsome boys,
And the tidy and fresh-cheek'd girls, and the barefoot negro boy and
girl,
And all the changes of city and country wherever he went.

His own parents, he that had father'd him and she that had conceiv'd
him in her womb and birth'd him,
They gave this child more of themselves than that,
They gave him afterward every day, they became part of him.

The mother at home quietly placing the dishes on the supper-table,
The mother with mild words, clean her cap and gown, a wholesome
odor falling off her person and clothes as she walks by,
The father, strong, self-sufficient, manly, mean, anger'd, unjust,
The blow, the quick loud word, the tight bargain, the crafty lure,
The family usages, the language, the company, the furniture, the yearning
and swelling heart,
Affection that will not be gainsay'd, the sense of what is real, the thought
if after all it should prove unreal,
The doubts of day-time and the doubts of night-time, the curious
whether and how,
Whether that which apepars so is so, or is it all flashes and specks?
Men and women crowding fast in the streets, if they are not flashes and
specks what are they?
The streets themselves and the façades of houses, and goods in the
windows,
Vehicles, teams, the heavy-plank'd wharves, the huge crossing at the
ferries,
The village on the highland seen from afar at sunset, the river between.
Shadows, aureola and mist, the light falling on roofs and gables of
white or brown two miles off,
The schooner near by sleepily drooping down the tide, the little boat
slack-tow'd astern,
The hurrying tumbling waves, quick-broken crests, slapping,
The strata of color'd clouds, the long bar of maroon-tint away solitary
by itself, the spread of purity it lies motionless in,
The horizon's edge, the flying sea-crow, the fragrance of salt marsh
and shore mud,
These became part of that child who went forth every day, and who
now goes, and will always go forth every day.

From *The Complete Poetry of Walt Whitman*. New York: Farrar, Straus and Cudahy, Inc., 101
5th Ave., 1948.

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Education Extends Beyond the Classroom

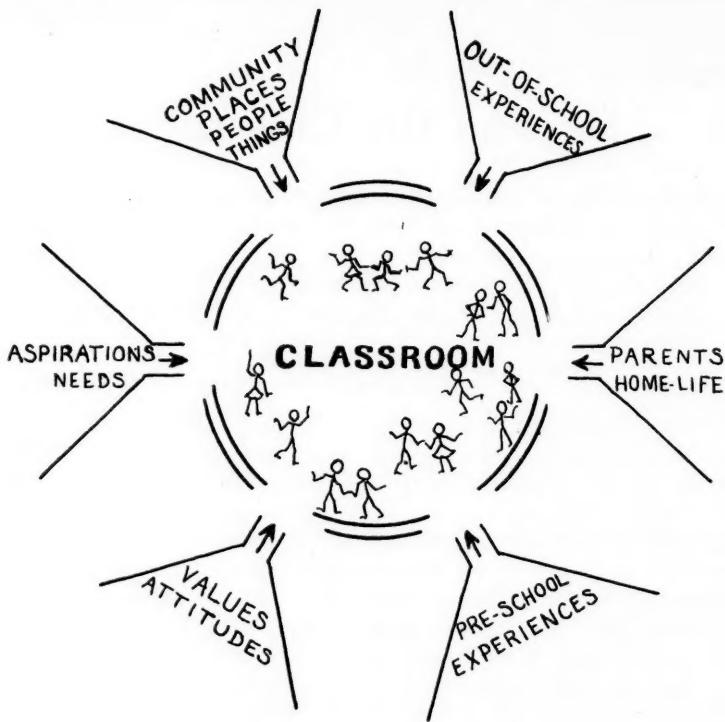
George E. Raab, principal, Heathcote School, Scarsdale, New York, gives an overview of education which extends beyond the classroom. He says: "[The] classroom laboratory is but a fragmentary segment of the physical space and content which shapes the growth of children; rich resources exist beyond the classroom; and he [the teacher] can and will use these resources with plan and purpose, with faith and with discretion as a dynamic part of his classroom program."

EACH DAY THE CHILD COMES TO SCHOOL bringing with him the effects of a myriad of factors in his life: his community—the people, the agencies, the services, the parks, the church, the institutions, the buses, the trees and other living things; his many out-of-school experiences—the train ride to the city, the sleep-over date with a friend, the songs of the trash collector, the rushing ambulance, the dead bird, countless trips to the store; his parents and his family life—how they feel toward each other and toward him, affectionate glances over the breakfast table, soft words and harsh words, activities with brothers and sisters, punishments and rewards, family excursions and other family activities; all of his preschool experiences, so many and so varied—his first breath of air, the satisfaction of his first requests for food, his learning to walk, to talk, to run—his first impressions of the many things around him; his attitudes and his values—already formulating but still the adults' right and responsibility to change and to improve—his attitude toward self, toward others, toward material things, toward life; his aspirations for the future and his needs—to grow up, to be loved, to be understood, to be accepted, to be successful, to achieve.

All these factors and many more keep pouring in on the child. All these factors influence him as day by day he engages in classroom activities. The school is a social living laboratory that is but a flexible capsule, expanding and contracting in a way that supplements these factors and accommodates his individual needs. No child can be educated where the process of educating takes into account only the current happenings in a given physical space. Education is change in attitudes, in mental and physical skills and in knowledge. It is that change which comes about in an individual as he interacts with the environment—an environment which has existed before his birth and which continues to exist each day, all day long.

Potentials for Learning

The truly creative teacher is not only sensitive to the host of out-of-class factors that have left their mark on each child's personal fiber, but he attempts to bring to bear in a positive fashion the great potential for education which continues to exist outside the classroom. The truly creative teacher orients his own thinking out of the classroom by developing a sensitive understanding of the importance of each of these factors in the growth of the child. He uses every opportunity that comes his



way to get better acquainted with parents and with families: he accepts lunch or dinner invitations or visits each home for other reasons. He participates with parents in PTA plays and learns to communicate effectively with them. He knows each parent and each child as a functioning member of the family group. The teacher studies his community; he knows its institutions; he knows the neighborhoods; he participates in community activities; he learns the pressures, mores and problems of the community in which he lives.

Having oriented his own thinking in this manner, the truly creative teacher then begins to appraise all of the out-of-class-room resources—people, places and things—in terms of the planned, positive contribution each can make to his class-room program. He weaves these resources

into his program plans as he helps each child to acquire a set of social and academic skills; to develop a set of feelings, values and appreciations and to discover and develop his own unique abilities. He weaves them into the curriculum whether it be social studies, arithmetic, science or a resource activity which stands on its own merits.

Learn from Each Other

The teacher explores his school and finds that children can learn a great deal from each other. Children *are* resource people. Miss Clark invites a group of second-grade children to read to the kindergarten group. Mrs. Earle asks a few sixth graders to assist in a second-grade class. Mr. Towne discovers a fourth grade is building a zoo. He asks his class if they

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would like to volunteer assistance in leveling ground, sawing posts or painting signs. Mr. Willard invites several children from another group to haul their three rabbits by wagon into his room and discuss with his class what they have learned. The teacher seizes upon the many golden opportunities for letting children focus on each other. He realizes this kind of human interaction is powerful in its motivation and rich in its outcomes.

The creative teacher is quick to seize upon many unique talents and abilities of colleagues and parents. He calls on fellow teachers to share their flair for music, art, sewing or dramatics. He in turn shares his intense interest and skill in science or in play activities. He uses parents' talents on many occasions for many purposes. In the study of the human body, the fifth-grade teacher invites a surgeon-father to demonstrate the hygienic preparations and precautions for surgery or to demonstrate with a microscope the effect of penicillin upon germs. The fourth-grade teacher invites an electrician-father to come in and help the children wire a portion of the room and decorate it as a space ship for a study of planets. The sixth-grade teacher invites a musician-actor-writer-mother to the class to develop a play with original music—cast the parts, build the props, evaluate the program. The kindergarten teacher asks the mothers to bake cookies with the children; the sixth-grade teacher invites children and parents, after a careful study of nutrition, to prepare a meal for the faculty; the third-grade teacher asks a soldier-father to show pictures and tell of his experiences in Greenland; the sixth-grade teacher invites a councilman-father to present local community problems and involves the children in discussing and planning methods of solution.

Explores the Community

The creative teacher explores, uses and keeps a close record of the many institutions, museums, agencies and other places which have value for children. The children visit the printing press, the cobbler's shop, the art museum, the farm, the dairy and the bakery. Some teachers find a way of taking children on a twenty-four-hour day living experience—on a school camp project, to a historic village or to a farm.

* * *

The truly creative teacher recognizes that education has extended and will continue to extend beyond the classroom because he firmly believes that:

Education goes on all the time, everywhere, in the sense that all of the environmental factors come to bear in bringing changes in a child's behavior.

It is his responsibility to understand what has been the impact of all these factors.

His classroom laboratory is but a fragmentary segment of the physical space and content which shape the growth of children.

He must, if he is to help each child realize optimum self-development, search for all the rich resources which exist outside of himself and his allotted physical space.

He can and will use these resources with plan and purpose, with faith, with discretion, as a dynamic part of his classroom program.

ATTENTION: College Student Advisers!

It is again possible for students going to their first teaching job to receive *Childhood Education* at a sharply reduced rate, providing their subscriptions are channeled through you. For \$2.70, any beginning teacher may have the 9 issues during his or her first year of teaching.

A school farm

situated four miles from Battle Creek, Michigan, has provided gardening and farm study experiences for children of Battle Creek Schools for the past ten years. Each of the 15 schools in the district has a plot of ground for gardening by fifth and sixth graders. A Junior Garden Club of approximately 90 children continues work in their home gardens during summer months. The values of this program in the development of children are far reaching. Can the deeprooted values be assessed? Can the limitless learnings of a combination of in-and-out-of-the-classroom activities be evaluated?

UNIQUE IN ELEMENTARY PUBLIC SCHOOL education is the program carried out on the Battle Creek Farm, Garden and Forestry Area, where about 12 acres out of a total 67 acres are devoted each year to actual planting, cultivating and harvesting of vegetables and flowers. Here every elementary school child experiences an enriched science curriculum which is extended beyond the four walls of the classroom into the stimulating, sun-warmed, earthy atmosphere of real gardens.

This unusual opportunity for youngsters was made possible by the gift of 80 acres of land to the schools by the Willard family. The program is partially self supporting through the sale of grain, hay and berry crops raised on fields in the crop rotation plan. Salaries of instructional and maintenance staff are paid by the Board of Education. Transportation to and from the Farm is furnished by regular school buses.

Although the services of the Farm Staff and the facilities are used primarily by the fifth and sixth grades, they are also available to all school and community groups for observation, study and picnics.

There is a lodge equipped with stoves, tables, chairs and water. Outdoors is a shelter with a large fireplace and picnic tables. As many as one hundred persons

can be accommodated for picnics. The frame lodge, formerly one of the city school buildings, is divided into two classrooms with space for growing plants and storing garden tools and equipment. A barn stores additional equipment and fertilizer and houses baby chicks and turkeys raised by the Farm staff each spring.

The gift of land—essential as it was to this program—would have been to no avail without the farsighted leadership of educators who have carried on the program during lean years when the budget was closely trimmed.

Aims

A committee of teachers which developed the *Battle Creek School Farm Guide* listed the philosophy and aims of the School Farm program as follows:

To provide stimulating experiences in the development of basic skills and academic learning.

To develop a knowledge of gardening and an appreciation for its simple recreational nature.

Ruth Garvie, fifth-grade teacher, Battle Creek Schools, Michigan, writes from ten years' experience of working with children at the Farm. She credits Letha Purcell, Farm director, for help in providing some of the material for this article. She wishes to acknowledge the encouragement and assistance of Ben. F. Ahlschwede, assistant superintendent and director of curriculum, Battle Creek Schools.

To teach conservation through actual experience.

To develop important skills in citizenship through cooperative planning and activity.

To further the understanding and appreciation of our rural heritage and the importance of agriculture in today's complex economy.

To provide a basis for the understanding of nature and natural phenomena.

To develop an appreciation for simple manual skills.

Seasonal Study

Not later than March 1, it is expected that all fifth-grade children will begin a detailed study of weather in relation to its influence upon farming and gardening.

Through experimentation and research, the children find answers to such questions as: "What is the main cause of seasonal changes?" "What happens to the sun's rays as the earth tilts on its axis?" "Why is the growing season longer in Florida than in Battle Creek?"

A Resource Teacher

Around April 1 the Farm Director will visit each classroom of children who are to work at the Farm to answer their questions and to show slides of children and their activities at the Farm. From that time on they work closely together. The three teachers who assist at the Farm have a background of training and experience in elementary education. The Farm Director was an elementary teacher in the Battle Creek schools for several years before she began her work at the Farm. She is qualified not only to direct the activities of the many groups of fifth graders at the Farm, but also to assist teachers with daily classroom work.

Seeds, fertilizer and a kit for soil testing may be obtained from the Farm for classroom experimentation. Plants may be started in the classroom and later

Children and farm caretaker at transplanting time



Courtesy, Battle Creek Public Schools, Mich.



Making pies from pumpkins raised on the farm.

Courtesy, Battle Creek Public Schools, Mich.

Fract
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transplanted to the outdoor garden.

On the second visit of the Farm Director to the classroom, the group is told the size and location of their plot. The size will vary according to the number of children who will be working in it. The number of fifth graders from a building will vary from about 30 to 90.

Preparation for Garden

Actual planning and preparation for planting now gets into full swing. The group makes a map of its garden; plans kinds of vegetables to plant; studies soil, germination of plants and best growth conditions. Spelling lessons will now include the names of vegetables. Keeping a class diary and individual notebooks, writing for seed catalogues and other free materials will be done in language classes. Art work will show such scenes as boarding the school bus and using hoes and rakes. Songs are composed to keep time to the swing of the hoe.

Conservation Conscious

Some of the periods at the Farm previous to planting season have been concerned with the forestry part of the program: planting pine seedlings and walnuts. On Arbor Day many classes have purchased and planted fruit trees so

that there is now a sizable orchard which is beginning to produce fruit. A wild rose hedge has also been planted on the boundary line to provide food and cover for wild birds and small game. Observation of the planting of rye or grasses where gullies are starting makes erosion control meaningful. In such ways children are becoming conservation conscious. They learn the reasons for strip cropping and contour plowing while they are standing on the spot and seeing them. They feel with their hands the straw mulch which is left as the result of last year's rye or oat crop in a program of crop rotation. The words "rotation of crops," "contour plowing" and "mulch" are meaningful to them.

Planting Begins

The day (May 1) when children come to school in jeans and heavy shoes, board the school bus and spend a half day in actual fertilizing of rows and planting of seeds is a most exciting one! Some have had this experience in a small backyard or at Grandpa's farm, but more of them don't know a lettuce seed from a beet seed. There are usually five sessions of planting before the close of school. During these busy crowded hours the planting of all vegetables and flowers,

Fractions are appetizing when they can be eaten.

*Courtesy, Battle Creek Public Schools,
Mich.*



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except the late cabbage and turnips, is completed. If the season is wet, planting may not begin before May 20. Work must indeed be fast and furious.

Plants (tomato, pepper, cauliflower, broccoli) are grown in a cold frame where children may observe their progress each time they visit the farm. After the day's planting is finished, they may see the baby chicks huddle under the warmth of electric light bulbs. It's fun to ride back to school on the bus too!

In-School Activities

On the other four school days study in the classroom goes on. Effects of water, commercial fertilizer, darkness and sunlight are noted. Root, stem and leaf development are watched by means of germinating seeds and growing plants between two panes of glass. "Osmosis" is added to vocabularies as children watch water slowly travel up a piece of blotting paper from a shallow pan to the top of glass panes between which the seeds are planted.

Other ways of starting new plants such as from bulbs, cuttings, leaves and runners are watched. Experience in measuring takes on meaning because rows of vegetables must be planted three and a half feet apart. Tomato and cabbage plants must be planted with exact spacing

and seeds covered carefully and accurately at the proper depth. The number of square feet in the garden plot is determined, and the fractional part of an acre is computed. "How large is an acre?" is not merely a question from a book. We walk around one to find out.

Another Trip

On the third trip to the Farm there may be an opportunity to observe budding fruit trees to see whether the late frost has damaged them; to watch the bees coming and going from hives kept for the pollination of fruit, clover and vegetable crops; to study the rain gauge, barometer and thermometer. All these are incidental but important to the main business of raising some carrots and cabbage to take home to share with other members of the family in a dinner next September.

Tangible Rewards

On their last trip the children may find tangible rewards for their efforts if it has been an early spring. Sometimes each child pulls a few green onions to take home. It's a real test of self-control to resist eating them on the bus, but most children would rather see them on the supper table at home.

Frequently on the last trip the group

takes lunch or supper. After the picnic the children play games on the grass which some of them have helped to mow. There may be a family picnic during the evening so that dads, mothers, sisters and brothers may be shown their garden and the Farm. This practice is encouraged so that parents may see the value of the program and encourage their fifth graders to attend as regularly as possible during summer vacation. It is pointed out at this time that unless about half of the group is on hand for a half day each week to care for their garden, there will be no bountiful harvest in September when they return to the Farm as sixth graders.

Summer Program

Another important carryover into summer vacation is membership in a Junior Garden Club. All fifth graders have an opportunity to participate in a contest. Home gardens are visited by Garden Club members and prizes are awarded for the best gardens. Garden Clubs have also contributed rose plants to beautify the lawns and grounds around the buildings.

During the summer months there is more leisure and fun. Popcorn is popped and eaten, vegetables in abundance taken home. During later summer, there is the watermelon line where one eats one's way up to the head of the line until the watermelons are gone.

Learnings Are Varied

When school begins again in September the whole class—sixth graders now—again spends half a day a week at the Farm harvesting vegetables. Digging potatoes (the last job in October) winds up their experience as real dirt farmers. Other valuable projects continue, however. Not all the harvested produce is taken home. Attractive displays are arranged in places where all children in the building may see them and become familiar with the names of a variety of vege-

tables. Displays are arranged in store windows to acquaint window shoppers with the Farm program. Many ways are devised to use the produce, depending upon the ingenuity and energy of the group and the classroom teacher. These activities vary from tasting parties to elaborate dinners served to parents. There are always pumpkins for jack-o'-lanterns, as well as for pies. Calories and balanced diets become familiar topics during harvesting season; methods of preserving foods for winter use are studied and compared with those of our forefathers. Produce is weighed and its value computed. Children feel they are rewarded for patient, persistent effort during days when it would be easier to stay at home than to weed and hoe in the hot sun.

Values

In observing the response of at least ten different groups of children, a greater interest has been noted in our garden units than in any other science units. Some of the reasons for the high interest, we believe, are:

It is different from the traditional inside-the-classroom work, although much of the research, record keeping and experimentation is done in the classroom. The learning is put to immediate use.

The experience comes at a time when children are beginning the preadolescent period characterized by a desire for physical activity, adventure and independence.

It offers much opportunity for work in small groups, often with chosen pals.

The impatience of youth is quickly gratified by tangible results of labor. Radishes and green onions are edible in four to six weeks.

Here is an opportunity for the boy or girl who does not excel in reading, writing or spelling to exercise leadership and to gain prestige in the group. Often these children are the best and most careful planters of seeds and wielders of hoes. They feel the satisfaction of making a worth-while contribution to the group project and gain new respect from other members of the group.

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OUT-OF-SCHOOL EXPERIENCES

A practical way for gaining insight and for understanding others—their work, their pattern of life—is direct contact with people in and out of one's homeland. Skoleinspektør (Administrator-Supervisor) Claus Moldt, Kirkebjerg School, Copenhagen, Denmark, earnestly believes and practices this philosophy. Here he describes a camp-school experience of city elementary school children on a Danish farm and a "travel-exchange" with students of Denmark and Germany.

In a Danish Camp-School

EVER SINCE THE DAYS OF PESTALOZZI, the need for direct experience and use of real objects in education has been emphasized, partly because all knowledge acquired by word alone—without an intelligible picture of the thing described—was considered sterile, partly because the most natural way for children to learn is by practical illustration.

This explains in part the large collections we find in schools and the number of objects the teacher brings into the classroom. If it is not possible to display the objects, one resorts to substitutes such as maps and pictures.

Have we then exhausted all the possibilities? Have we exhausted the possibilities of demonstrating how plants look growing in their natural environment? How animals live in their natural environment? Or, how people under quite different circumstances live and work? For instance, can a city school teacher give his class an intelligible idea of everyday life in the country?

Camp-School

This makes the camp-school effective. The name itself is misleading, for it is not similar to camping in the real sense. The teacher simply moves his class from

the city into the country and maintains school there for eight to ten days. Perhaps he puts up at a hike hostel [similar to our youth hostel] or finds room in an empty school. Perhaps—which is quite usual nowadays—parents and teachers club together to buy a place in the country for this special purpose, where the pupils take turns spending the summer in camp-school. It is adapted to their requirements by dividing the building into classrooms, living rooms and dormitories. The government assumes the cost of fares to the country, and the borough council pays the boarding expenses.

Staying in such a camp-school is in itself a rich education. Many pupils are away from home for the first time. The class, now a self-dependent community, is left to its own resources; many unsuspected traits of character come to light under the new conditions. The pupils see their teacher from a vastly different angle—some of the previously halfhearted ones will perhaps display surprising efficiency here. Willingness to pull together helps to solve many everyday problems.

Contact with Reality

In the school work itself, one concentrates exclusively on whatever material the particular area presents: history, geology, geography, botany, zoology, indus-

trial and social conditions. The aim is to bring the pupils in direct contact with reality. Here the working conditions are such as to give every pupil the opportunity to acquire tangible knowledge, according to his or her capacity for observation and ability to apply it.

The adoption of the method of instruction must be left to the initiative of the teacher. The least recommendable is the haphazard method of pupils and teacher going along together and seeing what they can find. Giving each pupil the same task is not satisfactory either. The most suitable method is working in groups of four or five.

Whether the work is well done or not depends to a great extent on the right grouping. The teacher cannot know his pupils intimately enough to divide them satisfactorily. Also, the pupils may feel that his decisions handicap them. Should the pupils be allowed to do the grouping themselves, there will probably be cliques as a result. It is best for the teacher to suggest that the pupils appoint one or two "foremen" [chairmen] among themselves, who will then cooperate with him in forming groups.

Each to His Own

In the morning, after hoisting the flag and singing a hymn, each group starts off, carrying a written work plan suited to the respective ages of the children. Some make for the woods, some for a little lake; others direct their steps toward the church. Let us follow the group that has a farmstead for its goal.

A definite work plan is mapped out during school hours; then, equipped with paper, pencil, tape-measure and camera, one starts off, knowing what questions to ask and what to take note of—prepared for all sorts of things popping up that one hadn't thought of.

Farm Visit

Well, now we're at the farm. The farmers have been informed of our coming, and after exchanging greetings we go to work! First we learn about the buildings. We measure and make sketches. Which is south? Which is the stall and which is the barn? How is the silo regulated, and what is put in it? The farmer has to put up with much questioning. Before we know it, hours have passed. But we certainly have seen, noted, measured and questioned to our heart's content. We've even been fortunate enough not to lose John, who as a rule prefers to go off on his own private discoveries and doesn't appear to be unduly impressed by the seriousness of the job.

Other groups have investigated the fields adjoining the farm; inquired about crops and cultivation; inspected horses, cattle, machines and equipment; and learned quite a lot about economical and labor conditions, the breeding of pigs and other domestic animals. The extensive activities of the farmer's wife are naturally a matter of interest to the girls.

Evaluation

A report is written on the material collected, drawings are completed, and work supplemented or verified by referring in the camp-school library. Finally the finished work is ready to be shown around. Maybe something has been forgotten which is important to the completeness of the report. Then one must try to find out where one has failed—whether one has been inattentive during the progress of the work, whether one has been careless in mapping out the work plan.

And when all the work is finished—the farm, the dairy, the church, the woods, the sawmill, the lake—the pupil finds that he or she has unconsciously drawn a picture of country life and country

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people. As an outcome, the pupil has achieved the most important goal of the camp-school: contact between the city child and life in the country. This contact is often strengthened later. Although camp-school causes a certain amount of disturbance to the life on the farm, the country people are friendly and accommodating. In return, they and their children are invited to spend some days in the city and to see the entertainments.

One can hardly wish for a better educational pattern than this, which in every way strives to awaken interest for and establish contact with living reality. It would be difficult to find a better method for individual development. All this is made possible by simply moving the schoolroom out where living things grow. This is the quintessence of the camp-school idea!

School Abroad—To Germany

IT IS THE GOOD RESULTS OF CAMP-SCHOOLS which have inspired the thought, "Why not go farther and hold a camp-school abroad?" The suggestion is in reality a confession of the necessity of better understanding across the frontiers one so frequently confronts here in Europe.

It is not our wish to go abroad in the spirit of tourists: to see lovely landscapes, handsome buildings and such. We include these in our program (even small children are affected by beautiful surroundings). The main purpose is to endeavor to understand the people who live in other lands. What are their sorrows? What are their joys? What is their life pattern?

"Travel Exchange" Students

There are, of course, difficulties. First and foremost is the question of language. Can our children derive any real benefit

from a camp-school in a neighboring country, handicapped by a limited knowledge of the language spoken? Let me describe a form of "travel-exchange" with our neighbor, Germany. We chose this country because Hitlerism and the war presented great difficulty in arousing sympathy or the willingness to understand. Perhaps because of the depth of the problem the reward was especially satisfying. The children in question were eleven years and upward.

We contacted a school in Germany—one with the same enthusiasm for pupil-exchange as we and with similar policies. The journey was carefully planned so that we were familiar, historically and geographically, with our destination. The German and the Danish children, with their respective teachers, met at a hike-hostel in beautiful natural surroundings which gave ample opportunity for long tramps and excursions together. The Dane and the German were then able to study each other from many different angles and to help each other toward mutual understanding. The pupils were given tasks to do jointly: practical jobs such as laying the table, fetching the post and buying a cigar for the teacher. In the beginning it was naturally the German boy or girl who took the lead. He was on native ground.

Mutual Experiences

At this stage they were not thrown entirely on their own resources; their teachers and classmates were in the vicinity, and they could return to their own circle whenever they liked. When "the ice was broken" some of the more adventurous children quickly established relationships, while the shy ones kept anxiously in the background. But their mutual experiences: the walks, the excursions, the meals, the singing around an evening fire,

the dormitory life, the football matches (not one nationality versus the other, but "room 1 versus room 3") did much to bring them closer.

Language was not the problem we had anticipated. Children quickly learn to express themselves with a minimum of words and resort to gestures when at a loss. As time went on the language spoken was neither German nor Danish, but a mixture of both—which would have been difficult for an outsider to understand.

The first eight days were but the prelude to the real contact. We moved from the hostel to the town, to which the German children belonged. Each Dane was assigned to stay in a German home. The little Dane now stood quite alone to face the impact of a foreign language and unfamiliar surroundings.

To prevent them from feeling too overwhelmed, we arranged entertainments for the children—in the beginning fairly often, later on less frequently. Now was the time to "prove their metal" and, not only that, their talent for observation and their responsiveness to impressions. Some of them noticed merely the outward differences between German and Danish homes—furniture, clothes, food; others, more observant, became aware of the many problems which the war had brought into the life of the German citizen. These eight days constituted a living and learning experience of great depth—one which promoted understanding between peoples of different nations.

Change About

Then we changed the scene. The whole company traveled to Denmark. But, as we were now acquainted with one another, the eight days in a Danish camp

passed more easily. Only now it was the German's turn to express surprise, confusion, hesitancy. The Danish girl discovered that certain things perfectly natural to her appeared in a quite different light to her German friend. But the personal knowledge each now had of the other quickly smoothed over difficulties.

As a final step the children—in two's—spent eight days in a Danish home. By this time the acquaintance—perhaps even friendship—was so firmly established that everything was easier.

There is no doubt that this pupil-exchange, rooted firmly in positive realities, yet sprung from the seed of brotherly love, offers a practical illustration of the means to achieve understanding between peoples of different nationalities. It appeals strongly to the children and leaves a deeper impression than any theoretical education—be it ever so competent.

This is just a small contribution toward a very large subject. But all large things are compounded of small ones. That's what makes a teacher's job satisfying!

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By FRANCES M. MORONEY

Week-end Camping

Children, parents and teachers see each other and themselves in a new light, appreciate the out-of-doors, build enduring attitudes as the result of a week-end experience together. Frances M. Moroney is associate professor and supervising fifth-grade teacher at Campus School, Teachers College at Brockport, State University of New York.

SUCCEEDING CLASSES HAVE TAKEN TRIPS to Camp Totem, our college camp, but none stands out so much as the first venture in elementary school camping. It was not only a "first" for the ten year olds and their parents but also a "first" for their teachers. Hours of planning with children and parents were necessary for this experience in family camping. But the shared week end paid rich dividends. We were a solidly knit group. The ten year olds gained in their understanding of adults. Adults gained in their understanding of themselves, of each other and of the ten year olds.

Committees for activities and camp chores throughout the week end were planned so that a child worked side by side with his mother and dad. As a result many a parent said: "I know my child better; we've been so busy building our house, we've grown apart." "Johnny accepts his responsibilities better at camp than at home." "Whatever did you do or say in school to get the children to do the dishes so willingly here?" "Imagine my surprise when I looked out the window at six o'clock this morning and saw Steve carrying wood to the kitchen! He's always the last one up at home."

Bill said, "I didn't know Mother was such a good camper." Patty exclaimed, "Gee, my dad can build a wonderful fire." To see the teacher in dungarees and a sport shirt keeping the Saturday

noon cook-out moving gave parents and children alike a new perspective of her.

What greater satisfaction could one receive from the hours of planning than to have a child whose parents were unable to be there say as she was getting ready for bed the first night in camp, "Miss M. . . . , may I call you 'Mother'?"

Planning and Growing

In making our plans at school, children showed considerable growth in cooperative planning, in assuming responsibility for leadership and in following directions. They learned to respect each other's opinions and ideas for the weekend program, the equipment necessary to take and the camp rules. Not only did they learn to accept the ideas and suggestions of their own group but those of the other fifth grade as well! With both fifth-grade classes participating in this family camping week end, and with planning being carried on simultaneously in both rooms, it was really necessary to listen and to consider others' suggestions. Children accepted the fact that some rules for our health and safety had already been made for us by the camp.

Motivating Interest

There were gains other than those in human relations. We found that this project gave added challenge to topics in which children were interested. Units

studied took on new meaning because "We'll need this for Totem" or "This is something we'll probably see at Totem." In the weeks preceding and following our camping week end much of our work in the classroom was centered around this camping activity.

Map reading took on a whole new meaning when, upon request, each child brought in a road map of New York State and plotted the route to Totem. Some of the children used these road maps to help their drivers while traveling to and from camp. One group had drawn a large map of our route. As a follow-up activity of the week end, they planned to complete the record of our trip on this picture map. On the way to Totem and back to Brockport, each group was responsible for noting such interesting landmarks, industries and natural regions as the local camera company, the paper mill at Deferiet, the turkey farms near Mannsville

and the fishing bridge at Sodus Bay. How interesting it was to learn the origin of place names—Hannibal, Natural Bridge, Pulaski and Mexico! This gave us more to look for on our two-hundred-mile trip.

Meaning to 3 R's

Language development played its part. In social studies class we had been discussing the usual geographical terms, but meaning was given one of these terms at camp. On a Saturday afternoon hike to a nearby falls, George looked around and said, "Why, Miss M. . . ., we're on a peninsula." And surely enough we were! Similarly, in this natural setting we extended our understanding of other technical words. "Conservation," "bedrock," "tinder" and "erosion" became more than mere words.

In addition to developing the vocabulary, the trip encouraged both oral and written work. We found a need to write letters; we wanted to write stories and

"I didn't know Mother was such a good camper."



Courtesy, Frances M. Moroney

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poems; we saw a need for learning more about outlining. A few children wrote diaries of the week end, while some made Totem booklets of stories and pictures.

Because we would be seeing so many of the wonders of nature at camp, our science work had a new and vital purpose. Children could see an immediate use for the material we were studying. We studied the fall constellations and located them. With the help of our counsellors we learned to distinguish the more common evergreens, mosses and other wood plants. When we needed to build fires for cooking, we found that yellow-birch bark made good tinder. Where it was not available, we had a reason for learning to identify reindeer moss as another source of tinder. When we walked down the trail and heard "chick-a-dee-dee, chick-a-dee-dee," we discovered how this song had named the chickadee. Great areas of exposed rock spelled out the meaning of "bedrock"; the trailing arbutus on the wood trails gave significance to the conservation lists.

Several major art projects grew out of the week-end trip. Drawings of plants and animals were made by individual children. A large wall mural showing plant life in the meadows, swamps and woods was planned and worked on.

We learned new songs—for our long drive to camp, for grace before each meal and for the evening campfire. The official Camp Totem song, "White Wings," became a favorite, as well as fun songs, action songs and rounds.

A Child's Prayer

Dear God, thank you for my family. Thank you for clothes and the food we have, and our house. And thank you for committees. I'm so glad I'm on the curtain one.

Beauty with Depth

The children were awed with the beauty of the woods in autumn. After finding deer tracks on the trail into camp, they were thrilled to see deer on their hikes. The night hike into the woods was an unforgettable experience: the stillness and beauty of the woods, the sparkling moonlight on the black river, the majesty of the tall trees outlined against the sky. Even the most timid and reluctant camper (and often this was a mother or a dad) left camp on Sunday feeling more humble by the close association with nature.

The planning in school, the companionship shared on the five-hour trip to Totem, the setting of tables, the hikes through the woods, the building of camp fires, the toasting of bread sticks at the cook-out—all brought about an understanding and a uniqueness to this group that lasted throughout the year and continued into the sixth, seventh and eighth grades. Experiences like this prompted active, energetic boys such as Van to say, "I liked fifth grade; we had fun because we did things."

To me, the lasting gains were the attitudes developed, the appreciation for our natural world and the comradeship which continued through the grades. Eighth graders still stop in after school or basketball practice "to see what's new in the fifth grade."

Younger brothers and sisters of the children and their parents began anticipating the time they would be in fifth grade and could go to Totem for a week end. Last summer one townsperson, in asking a child what grade she was in, received the answer, "Oh, I'm in the Totem grade."

By WILLIAM VAN TIL

Of Protons, Planes and Presley

The room of a growing youth is a small museum showing time lines of accumulated layers of interests. Geodes, coquina and garnets soon relinquish their space and time to a telescope; later to Sabrejets, cyanide and tape recordings. Are they "... lost residues of past ages washed by changing times . . ."? Who are we to predict the imprint of this growing "smorgasbord" on a personality?

TODAY IS LINCOLN'S BIRTHDAY, 1957. It is also Roy's birthday. The youngest of our brood has reached the age of twelve.

Once we had three small children. Who stole those years anyway? Now we have a seventeen-year-old young man, a fifteen-year-old young woman and Roy. Come with us to his room. You will see what occupies his out-of-school hours.

Roy's room is small and square and simple. It contains only four pieces of furniture: bed, table, bookcase, and combination desk-dresser with formica top. Basically, this room is like millions of boys' bedrooms.

Roy lives here.

Twelve Year Old's Museum

Yet when you enter Roy's room, you know at once who lives there. Roy, Eleven just reached Twelve, lives there.

Models of deadly war planes hang from the ceiling, poised to blast one into oblivion. On a bulletin board of wall-board, newly cut and age-yellowed clippings elbow each other for living room. Baseball gloves, tennis rackets and a basketball occupy a corner; Roy plays guard for the Junior High. Encyclopedias opened to the letter "S" are stacked on the desk, making detailed maps of South America being the passion this week. A



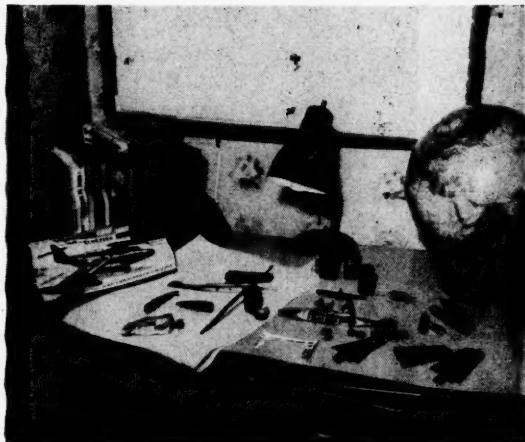
TIL

painstakingly drawn chart of the structure of protons, neutrons and electrons in twenty-four elements hangs on the wall. A stack of 45 rpm records tilts crazily, held in balance by a music store list of the top forty songs of the week and a hat labeled "Elvis." In this museum one looks a long while before one notices the bed, the table, the bookshelves and the desk-dresser.

Roy Was Here

Can we uncover Seven among these remembrances of things past? Or has Seven joined One through Six, lost residues of past ages washed by changing times into the attic, the dark corners of closets and the hands of younger children of our friends? The quest culminates in an abandoned and unhonored cigar box on the lowest shelf of the bookcase. The box is full of rocks. Let adults have their photograph albums; at Seven, Roy's souvenirs of travel were rocks. Crystals tell of Mammoth Cave, Kentucky; geodes and mica testify to the existence of the Colo-

... for playing an atomic quiz game



"The room often smelled of glue."

rado Rockies; petrified wood recalls Arizona; coquina, the ancient Spanish fort at St. Augustine; garnets, an aunt's farm in Connecticut.

Seven was also when Roy discovered the universe, spurred by older brother Jon's enthusiasm for astronomy. Among the rubble are star maps and a telescope and a shoe box into which one peers at black paper pricked with pin points, luminous constellations when held against a light.

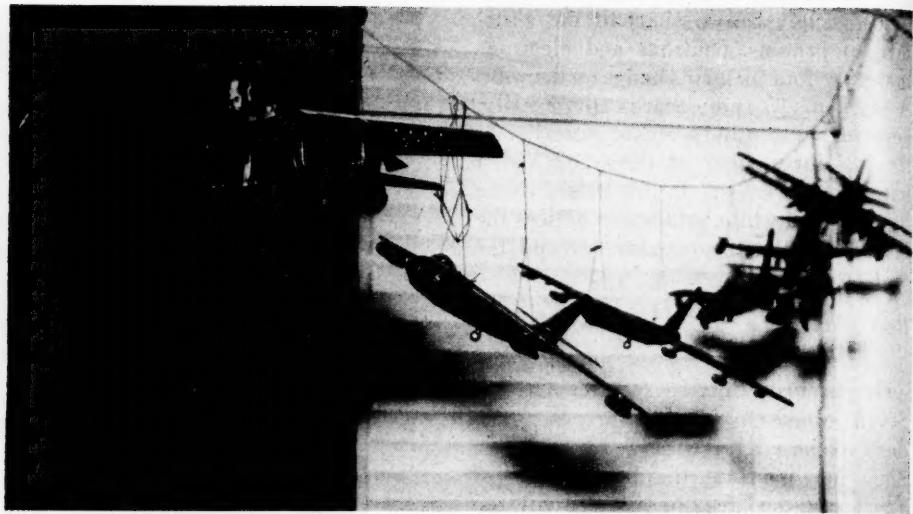
Astronomy persisted through Eight and even has some survival value today. But at Nine, the great outdoors entered the room—fortunately in the form of leaves, rather than entire trees and live animals. The leaves, now tired and worn at the edges, were picked from every field within bicycle range. Some are unfamiliar to local botanists because at Nine Roy traveled through Europe with his

William Van Til is chairman of the Division of Curriculum and Teaching, George Peabody College for Teachers, Nashville, Tennessee.

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Model planes "swoop across the room . . ."

family by canoe and car. Let Jon have his pennants of European cities and countries mounted on burlap along a wall of his room. Let Barbara have her glass menagerie of figurines, animals, vases and tiny dolls. Roy has his leaves from such exotic settings as an island with tropical vegetation, believe it or not, in the shadow of the snow-capped Alps.

Home again in America, Ten constructed model planes in every waking hour outside of school. The formica desk-dresser top was cleared of competitive debris. The room often smelled of glue. Since the pieces which make up modern plane models are myriad, precision akin to the watchmaker's was developed. Accumulated savings from earlier allowances went into Sabrejets, Thunderstreaks, Zeros and Spitfires. Today, as they swoop across the room on strings reaching from wall to wall, the dust gently descends on them. But at night Roy can look at them as he lies in bed

and pats Wags, asleep on the floor. Perhaps in our perilous world, ever poised on the brink of imminent catastrophe, this is protection of a sort.

. . . for a budding young chemist?



This too Will Pass Away

In Roy's school experience, there have been vast patches of desert in which he routinely learned the skills and obediently went through the paces, while life and education began at three-thirty and continued through week ends. But last spring, through a perceptive sixth-grade teacher, he discovered electricity. For a Science Fair in the classroom he built a battery-operated quiz game which obligingly lights up when you touch a pointer to the right answer. Electricity led into a collection of chemicals, including arsenic and cyanide, viewed with alarm by his parents.

But poisons are trivial compared to a lethal discovery of late Eleven. Roy entered into the celestial harmonies of the spheres—by way of Elvis Presley. He spent hours with his radio until he had tape-recorded every one of Elvis' records. If called on today for an impromptu recital, his parents no doubt

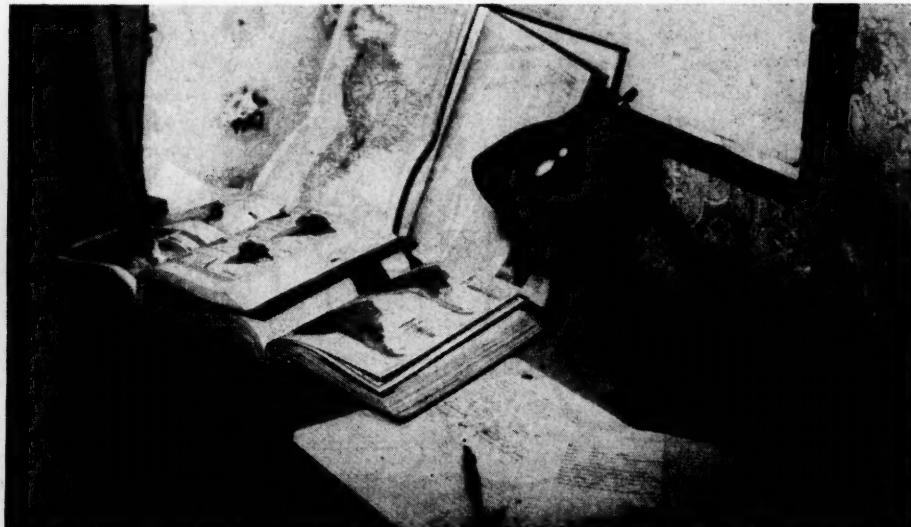
would faultlessly render "Hound Dog" and "Don't Be Cruel." But, as Ecclesiastes consolingly pointed out, this too will pass away.

Over the Horizon

Map-making is coming over the horizon. For his birthday, Roy has asked not only for a new album, "Strictly Elvis," but also for a first-rate atlas. He has been studying the comparative virtues of Rand McNally versus Hammond. There are murmurings of compiling a book of facts, charts and maps on Asia with a collaborator. He estimates it may run three hundred pages.

What will jostle the planes, the telescope, the chart, the chemicals, the records and the growing "smorgasbord" of books if Roy becomes an Orientalist, we cannot predict. But we are confident that another layer will be added to the archaeology and personality of Roy's room . . . and Roy.

"Encyclopedias opened to the letter 'S' . . ."



In Retrospect

Two teachers, one in a junior high and the other in an education department of a college, find a vestige of experience from their childhood which they feel influenced them in their chosen profession.

in the magic circle

By AMANDA HEBELER

WHAT WERE THE SIGNIFICANT EVENTS in my childhood which influenced my choices later in life? Why do some aspects of the elementary school program seem so important to me?

Life was pretty humdrum in the small rural school in Michigan which I attended for the first eight grades. The scope of material in the reading, arithmetic and history textbooks was limited and not particularly stimulating. Then Miss Milks came into our school. She told stories to the first-grade children—

no teacher had ever done that before. We sixth graders forgot our textbooks. Although we were sitting near the back of the room and not in the magic circle near Miss Milks, we listened intently. What wonderful stories! How vividly told!

Some of us had read our readers a number of times and by midwinter had practically memorized every selection. How many more times would we repeat those old selections? Then Miss Milks decided that we should have a school library. A box social helped to raise a

Model T Library



Courtesy, William Thomas, Central Wash. College of Education, Ellensburg



"... opened a new world"

Courtesy, William Thorpe, Central Wash.
College of Education, Ellensburg

small sum of money. A few books were purchased, among them a set of Shakespeare's writings, *The Leather Stocking Tales*, *Oliver Twist* and the *Henty* books. It was a meager collection, but it opened a new world for my brother and me. Every evening we hurried through our chores, and then with our books around the kitchen table we read on and on until Father's command sent us off to bed.

Remembering what these books meant to us, I was determined to establish a library in the small rural school where I began my teaching. It was not difficult to obtain the cooperation of the school board and friends in the community. Again a box social started us on our library work. When we were able to

report that a library had been established, we were eligible to receive state aid for a library unit.

Many years later, when I began my work with a college of education as supervisor of student teachers, I found no library in any of the four elementary schools of the district. The music department of the college helped us start a library fund by contributing all the proceeds from a spring concert.

With only three hundred dollars for books for four schools, the first purchases had to be carefully selected. When the books arrived we were faced with the problem of getting these few precious volumes to all the children in the schools. A rotating schedule was arranged, giving each school the entire book collection for a period of two weeks. My Model T Ford was the first bookmobile in the community as I carried the books from school

Amanda Hebler is professor of education at Central Washington College of Education, Ellensburg. From 1929 to 1956 she was director of the College Elementary School.

to school in suitcases and boxes. There was always a special welcome for me when I brought the "library."

The climax of my library efforts came when I was assisting in making plans for the building of a new elementary school on the college campus. Because we had had a school library in our old elementary training school, the library unit was considered an essential part of the new building from the beginning. The librarian, the president and members of the staff all shared in the planning.

Our dreams were realized when we moved into the new building with its complete library suite. Here we had a museum, a librarian's workroom, a spacious and beautiful reading room. This library now includes more than six thousand books, many children's magazines, a picture and pamphlet file and numerous instructional aids. Most important, a trained librarian gives full time to serving the needs of children and teachers in this elementary school.

an expression of anguish

By MARJORIE KINGSLEY

IF YOU WERE SEARCHING FOR AN EVENT of your childhood which affected your later life, that search would presumably lead to an occurrence related to something which you now value. Because I am a teacher, the ways in which I work with children are among the important things in my life. How were these ways acquired? Ordinarily we would consider it unrealistic to set apart a single event as being the main factor in the acquisition of a given pattern. It would seem little different from pointing out a single stone in a mosaic pattern and labeling that stone the important one. Ordinarily, too, we would consider that most patterns of behavior develop gradually out of an accumulation of experiences. However, a single, dramatic occurrence can have a tremendous impact and leave its indelible mark. Come with me to a place where I can see distinct beginnings of one important way in working with children.

Look back on a five-year-old girl, much like others of her age. She had been given the gift of a set of doll clothes laboriously made by an older sister. They

were for a tiny doll and, because of their size and the lack of dexterity on the part of the seamstress, were very fragile. I am not sure what caused the five year old to do what she did next. Maybe she was unhappy about something; perhaps she was inconsiderate or even deliberately unkind—I do not know. Whatever the cause, she picked up a delicate dress (made of a soft green material and bits of lace), made a belittling remark about it and pulled at the garment. Although the child had not meant to do so, she ripped the dress beyond repair. The momentary feeling of unhappy surprise was replaced by a wave of shame which quickly turned to horror as she saw the look of hurt and bewilderment on her sister's face. Nothing could make it right. The thing was done; the gift had been destroyed.

To this day a look of deep hurt in a child's eyes brings back that other look. Let me never again be responsible for such an expression of anguish in anyone's eyes.

Marjorie Kingsley is a teacher in the Public Schools of Bellingham, Washington.

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By EDWARD A. RICHARDS

CHILDREN LEFT BEHIND

at Home, in Hospitals

"EDUCATION IN THE HOSPITAL WILL NOT GET under way unless some one person or group of persons puts forth a very special effort."¹ The same is true of education for the homebound. This article tries to show why special effort is needed and to suggest the values and the problems that come to light in getting the work done.

Many groups of American children come out at the little end of the educational horn. Some suffer because of their parents' occupation; others because of race, poverty, lack of family and community guidance, their own physical limitations, or a combination of any of these influences. Here we are looking at the education of those children who cannot go to regular schools because of illness or physical defect. Only a minority of such children now receive help in getting recreation and education. A few examples suggest some solved and unsolved problems:

Examples on the Plus Side

A five-year-old girl hospitalized for nearly two years with severe burns was given a psychological examination. Preschool training enabled her to enter regular school and make normal adjustment.

A thirteen-year-old girl with cardiac trouble, but with great ability, lived at home in cramped quarters with seven brothers and sisters and a widowed mother. She was provided with a home teacher. This was her sole outlet and prevented boredom and depression.

A fourteen-year-old boy, ostracized by schoolmates and unwelcomed by teachers because of an unsightly skin disease, had his only educational opportunity through schooling at home and in a hospital.

Examples on the Minus Side

A fourteen-year-old boy, who had no educational opportunity while hospitalized for tuberculosis, developed delinquent tendencies when discharged.

A fourteen-year-old boy with polio, overage for the pediatric floor but underage for the adult ward where he was placed, entered the hospital in summer while teaching services were suspended. He developed poor habits and indifference to school work.

Whose Responsibility?

The same people who are responsible for educating all other children are also responsible for these children.

Many children require special medical and educational help. The variety of conditions and the complexity of problems involved have created many different groups of workers and institutions set up to serve these children. In current educational literature, the term "exceptional children" is used for all those requiring special educational treatment, whether morons, cripples or geniuses. "Special education" is the term used for the administrative grouping in which the kind of teaching is different from that done in the conventional classroom.

It is generally thought advisable to include handicapped children in regular classes, if possible, so that they will be in the "main stream," not segregated in special classes or schools. While this is becoming a more acceptable practice, special schools and separate classes also exist. Although these are not dealt with in this article, it should be noted that unless public opinion has brought about public provision for teaching such groups, it is unlikely that any interest will be shown in teaching the homebound and the hospitalized. The latter are in general part of "special education" from the school's viewpoint. Educational atten-

Edward A. Richards is deputy national director of Junior Red Cross and Educational Relations, American National Red Cross.

The author wishes to thank the many workers in the field whose names cannot be listed here, but whose help has made this article possible. Special appreciation goes to Dr. Lendon Sneider, assistant administrator of the Children's Medical Center, Boston, for permission to consult an unpublished survey of recreational and educational programs at the Center, and to Alice F. Linnehan, Ed.D., who directed the survey.

tion to them depends on the general belief in such education.

Special education is motivated in part by religious conviction, in part by the American dream of providing equal educational opportunity for all, in part by public policy which seeks to train all who are trainable for some economic function, in part by medical opinion, and in part by concern for children.

In many localities, progress in education at home or in a hospital has been marked. In others it has been slow. There are reasons. While some disabilities are dramatic, appealing and easy to describe, there is no single term to describe all the children who for many reasons fall behind the parade. It is difficult to publicize their needs as a total group.

Children who cannot attend regular school are an expensive minority. As one school superintendent said: "I am afraid this (educating the hospitalized) will continue to be a peripheral interest in comparison with the total job of public school education, until we are thoroughly sold on the need."²

A school superintendent who is "sold on the need" is only part of the story. He will be influenced by the feeling in the community, as will the hospital administrator. The community may believe that recreation and education for children confined at home or in a hospital are either a family responsibility or a hopeless "boondoggle." Even the warmhearted person may have a fixed prejudice against what he considers the inferiority of children who are confined. He proves his own superiority "... by pointing out the real or imagined limitations of others. The blind, the lame, the halt are easily singled out for such purpose."³ Uncontrolled and undirected or misdirected emotion are likely to be useless where the treatment or the teaching of children is concerned. An American poet truly says, "Pity, having played, soon tires." And it is recorded that Jesus, when He was "moved with compassion" was immediately moved to translate that feeling into action as specific as it was in a sense impersonal.

Parents of children who are chronically sick or badly crippled may themselves be uninterested in whatever is labeled education or recreation. They may consider such activities unnecessary. They themselves may feel "personally injured and attacked by fate";⁴ since they may wish to shelter or even conceal their

child from social contacts, they do not necessarily demand or support community efforts for recreation and education.

How Many Are There?

No one knows how many children are confined in hospitals or in their own homes throughout the country. Locally, the questions that need asking are: How many boys and girls in my community are confined at home or in a hospital? What are their ailments or disabilities? What do they need in the way of improved recreation and education? It is estimated that educational programs are currently conducted in not more than 5 percent of the some 1800 hospitals which admit children. If this is accurate, it means that less than 100 hospitals administer such programs. What this means in the number of children educated or not educated has not been estimated—but the proportion is far from adequate.

The U. S. Office of Education says that about a million children are receiving "special help" from the schools, but that "4 to 5 million school-age children have unusual educational needs. Some of them need to be educated in special schools or classes in hospitals or convalescent homes; some require the help of itinerant teachers in regular day schools; others need instruction in their own homes."⁵ [This writer's italics.]

Whatever the size of the problem locally or nationally, it is not so small that anyone need feel ashamed for spending time on it.

What Do They Need?

Children kept at home or in a hospital need treatment and therapy for their diseases and disabilities. They also need what all other children need:

To be regarded as individuals

To be assured that they are liked and loved

To have as much social experience as they can take

To maintain a sense of growth and accomplishment

They may have become "cases," but fundamentally they are still persons engaged in the timeless process of growing up. Their emotional problems are not different from those that all children may experience, but they may be keener than usual because they have moved into a new and unpleasant environment or routine. One important factor cannot be disregarded. It can be found in practically all the literature on the subject except what is purely clinical or statistical; namely, the atti-

"The homebound child gets instruction."



Photograph supplied by the Superintendent of Schools, Alameda County, California

tudes of parents and others toward a child who is ill or handicapped. It becomes difficult to see the ill or handicapped child at all through the cloud of attitudes toward and assumptions about him.

People who deal with children confined by illness and disability must have a deep faith in the individual. They must believe that that individual is a real human personality (like all other humans) with hopes, aspirations and a need to participate creatively in his world, no matter what the temporary or permanent limitations of that world may be. Those who lack this faith should stay away or be kept away from children, including the handicapped. Children who are sick or disabled need doctors and nurses, medicine and therapy. In addition they need what all other children need: to be surrounded by people who respect, encourage and guide them.

Who Has Done What?

In the past two or three decades a shrewd and effective attack has been made on all negative forces—psychological and other—that reject the ill and disabled. The U. S. Office of Education and many state departments of public instruction have done great work. The Association for the Aid of Crippled Children, the National Society for Crippled Children and Adults, the National Foundation for Infantile Paralysis, the International Council for Exceptional Children, as well as religious

organizations, have hammered away at many of the economic, educational and medical problems. Other organizations exist to keep before the public the needs of children who are blind or deaf or who suffer from heart disease, rheumatic fever and other serious diseases.

What Is There to Do?

One might say almost everything needs doing in order to hold gains made and to make more. Certain things stand out from published reports of current experience.

Education and recreation at home or in a hospital cannot be improved solely or even chiefly by national action. Federal offices and national private organizations have done essential things, it is true, and will continue to do so. On the medical and therapeutic side it is clear that the wheels would have turned much slower (or not at all) if, in one field after another, authorities had not worked nationally to explain the problems to a public, to institute and finance research, to help pay expenses of treatment, and to educate children, parents and teachers on the ever present subjects of mental attitude and emotional reaction.

At the same time, national publications in this field are anything but bureaucratic in emphasis. Again and again they stress the belief that the essential action to improve education, recreation and general health is a community action. *Improving the education*

and recreation of a child at home or in a hospital is a community task. It can be carried out only where the child is.

The last statement is so obvious as to sound ridiculous, but there's a reason for making it. In few other fields is it so tempting to say that "they" ought to do something about it. "They" may mean the Legislature, State or Federal, or a national foundation; usually it means anyone who lives 1,000 miles away from the speaker.

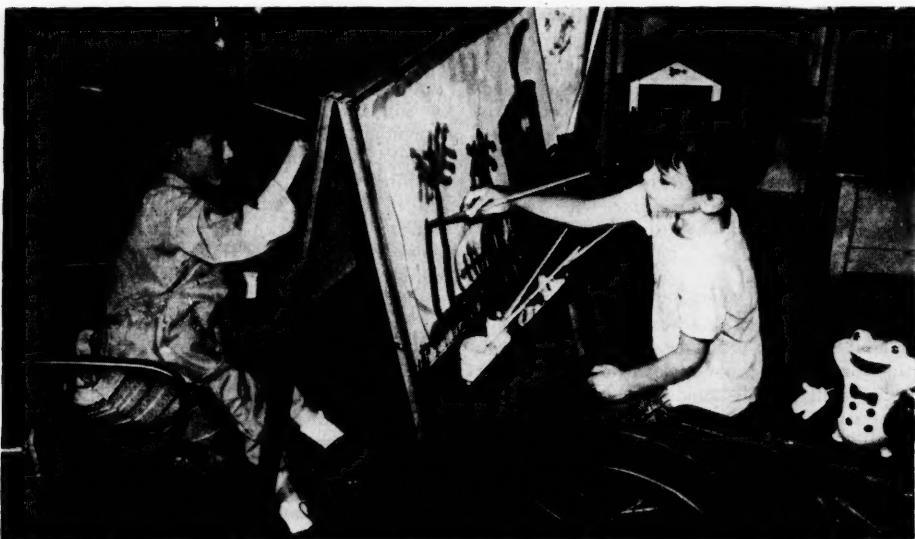
The pinch comes when it is realized that "they" have similar problems of their own, wherever "they" live. The need exists everywhere for better understanding and clearer knowledge of the task on the part of parents and the whole community. If you are looking for points of similarity in the far-flung American community, you need not stop by pointing out that each village has a filling station, or that there are millions of TV sets. You may also make a safe bet that in any community there are children who are kept at home or in a hospital or who should be. Granting that immediate health problems should be met first, the community must at the same time look at the question of the kind of recreation and education which can be provided so that the "whole child" will be *truly* whole, insofar as that can be achieved by human plans.

National agencies—official and unofficial—have stated this case convincingly. They can and no doubt will do even more than they have already done in clarifying the nature of the problem and inducing broader community consideration of children confined by illness and disability.

The task of gaining knowledge and understanding is the first task, as it is the continuing task, of volunteer leaders of community programs of recreation and education. The thinking and experience of a host of laymen are already at the base of the many fine efforts now carried on. They will have to be built into the foundation of those to follow. Nor should this knowledge and understanding be the possession of grown people only. Boys and girls of school age should early learn to know others who are confined, to understand their problems and to learn how to live with them.

A hundred practical tasks exist for volunteers young and old to perform in helping with the recreation and education of confined children. But those tasks may do more harm than good if they are thoughtless, uninformed or offhand. Few experiences can be more useful to depth of children's personality growth than acquaintance of a constructive kind with confined children. At the same time, ready association with children who are not confined

Two boys in a Hospital School



Courtesy, University Hospital School, University of Michigan

is a spiritual bonanza to children who are confined. As one institutional head puts it: "The patients feel more accepted and show more interest not only in the activities shared with the young person coming in from the outside, but in all the institution's activities." A fourteen-year-old boy who paid weekly visits to a twelve year old confined at home writes: "I gained experience in dealing with all sorts of taxing problems . . . satisfaction and pride. The little boy, I think, learned much in the way of associating with people. He gained self-confidence . . . felt a sort of belonging to his town . . . not merely his home."

A volunteer in pediatrics writes: "I know of one patient who under specialized supervision could have made some progress in elementary education. Not having such guidance, my little friend tries to do what he is told, not knowing what it is all about . . . a definite delay in psychological recovery . . . It is not enough to give a child a toy and a friendly smile. The volunteer must try to understand the children and work under professional guidance with special problems."

But when these things have been said, we should come back to the primary role of the volunteer community leader—how to keep the particular needs of confined children high on the crowded agenda of general community needs and requirements.

Who Is a Good Teacher?

According to a current study, the ideal teacher of the handicapped or the gifted child should have personal characteristics no different from those of any other ideal teacher. Any teacher of the ill or handicapped should have much of the same knowledge recommended by the study for supervisors and directors of special education. "Each must understand: (1) the physical, mental, and emotional deviations of handicapped . . . children; (2) the effect of the various deviations on children, their families and the community; (3) the specific agencies and community services for the various types of handicapped children; (4) current trends in educational programs for them; and (5) major studies about each type of exceptional child."⁴

Teachers as well as supervisors should know a good deal about such subjects not only for aiding individual pupils but to get on some sort of common footing with professional workers

in health and medicine. Traditionally the training program of educators and health workers has grown up separately; each field has its own habits, disciplines and staff practices. Where their responsibilities converge in the person of a sick or handicapped child, somebody of professional understanding common to both should come into play. Otherwise the child may not be served, or may not be served well. Also the teacher must have the ability to carry on his work even in homes that are inconvenient or unattractive and in hospitals that may not have been built with education and recreation for child patients in mind. Each must gain experience in bedside teaching, in hospital classes and group work, in guiding children who are instructed over the telephone where school systems are so equipped, and in other special requirements such as the use of recreational and educational materials under varying conditions.

As more communities undertake special education for homebound and hospitalized children, more directors, supervisors and many more teachers with special knowledge and skill will be needed. Fortunately opportunities for special teacher training in this field are increasing.

Teaching in Hospital and at Home

Several things stand out in regard to teaching children in hospitals. One is that as new hospitals are built or old ones rearranged, adequate space should be assigned for education and recreation of children. Bedside teaching, with its lack of group experience, has other serious shortcomings as well. Secondly, the teacher needs professional status on the hospital team, like the nurse and the social worker. Extra care is needed in the education of preschool children, in the placement of adolescents and in their program. Hospital teachers need a plan for follow up on children who leave the hospital so that they will be able to evaluate their own work. As one of them puts it: "Hospital teachers would appreciate an efficient follow-up system. We work hard and do much good, but the turnover is so great that we know too little about what happens to the children after they leave us."

Home teaching presents its special difficulties, but without it children go downhill rapidly. Difficulties of poor environment, lack of family understanding, lack of interesting materials, widely separated residences of the

children must be dealt with. But the rewards are great. Teachers and volunteer aides alike can testify to the satisfaction received by them and by their pupils.

To supplement the work of teachers, volunteer resources can be found in the members of civic, patriotic, fraternal and service organizations, many of whom have qualifications for teaching. Under direction they can be of invaluable assistance. High school students, under similar direction, can also stimulate and help with many educational activities by visiting their schoolmates or potential schoolmates.

The One and the Many

People interested in the care and education of children confined at home or in a hospital are often impressed or even frightened by the number of people, interests and considerations that must circle around the head of each lone chick. The nature of the disease or handicap; medical, surgical, psychological and nursing responsibilities; family problems; recreational and educational techniques; administrative elements—all of these and more make a complex too—but they are so much a matter of course and taken for granted that they seem simple. Young Albert's recitation in his history class is the sort of thing that has been going on for years, and on the face of it only Albert and his teacher are involved. But that isn't really so. Thousands of people have been involved for a long time. It's where Albert is removed to his home or to a hospital that educational consternation sets in. Familiar institutions have to merge to some degree; the administration of the school gets connected with the administration of the hospital and, if the phrase is permitted, with the administration of the home. A whole new cycle of human relations is started.

While at first glance this new situation may seem oppressive, it can and should be turned into an asset. It is a fine thing that good doctors and good nurses should know good teachers, and vice versa. It is good that parents should consider health and education together. It is helpful that physically normal youth should associate with those who have physical troubles. It is desirable that community leaders should so band together that they can see their institutions cooperate for the benefit of children and youth. Anyone who feels restive

or disturbed about the number of people and special arrangements needed for home and hospital education need only imagine what happens to children without such help.

Even today, with the great progress of recent years, there are still too many such children *without*. Redoubled community attention and organization are needed. *Goals for Rehabilitation*, the 1956 Annual Report of the National Society for Crippled Children and Adults,⁵ sounds a note that has a bearing on the education as well as on the physical rehabilitation of children. "Crippled children have emerged from the darkness of rejection into the light of useful living. This great change was brought about by men and women with a vision of how crippled bodies might be freed of their shackles . . . This was the work not of one man or one organization but of many, all of whom believed that life has a value only when it has something of value as its object, and expressed that belief by helping their fellowmen."

It is reassuring to know that there have been many such persons and groups holding this belief. May their number increase a thousand times over!

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Working with the Handicapped, a Leader's Guide, Girl Scouts of U. S. A. New York 17: Girl Scouts of U. S. A., 155 E. 44th St. 75¢. Contains material on various handicaps and an extensive bibliography.

Gains for Handicapped Children, #212, by Herbert Yahrassee. New York 16: Public Affairs Pamphlets, 22 E. 38th St.

How to Help Your Handicapped Child, #219, by Dr. Samuel M. Wishik. New York 16: Public Affairs Pamphlets, 22 E. 38th St.

Services to and by Homebound and Hospitalized Children, American National Red Cross. Washington, D. C.: American National Red Cross. Free supply limited. Emphasizes planning methods of organization needed for combining the activities of well children with those who are convalescent or handicapped. Contains lists of supplementary materials for recreation and education.

SHOULD children ask for additional money?

What mutual help can parents and teachers be in this ever current problem? Is it a mounting problem? Is it a reflection of our times? Parents will welcome a doctoral study of Eights, Elevens and Twelves based on child growth and development as revealed by Judith Ehre Kranes, New York University.

IN A RECENT STUDY¹ WITH CHILDREN AND their parents on allowance money, questions and problems which emerged were similar to those raised by parents of children with whom the writer had contact when teaching in public and private elementary schools. One of the principal problems frequently discussed in the classroom and uncovered in the present study concerned itself with money children requested in addition to the regular, planned amount of allowance they received periodically. Both children and parents showed concern about this matter although they saw the problem differently. There was general agreement between parents and children that at least 85 per cent of the children asked for and received money in addition to their planned allowance. Parents felt that children requested this additional amount frequently; children felt they did not.

Eights Want More

Parents of the eight year olds appeared irked by the requests for additional amounts. This group's difficulties fell into two areas, the first of which was clearly described by Mrs. Clarkson. She appeared impatient. "My Bobbie wants to buy everything he sees. I keep telling him he can only get as much as his 25 cents will buy, but it just doesn't register with him. I'm about to give up the whole allowance idea."

Like most of the eight-year-old children, Bobbie had a simple explanation for his requests. He said: "When I walk with my mother and baby brother and she buys him a toy, I want extra money to buy something too."

Mrs. Howard's comment expressed the feelings of the next largest parent group among the eight year olds when she said: "I find Jane's handling of her allowance exasperating. Whenever we go shopping, she always asks me to buy the things she wants. I tell her she's got her allowance [30 cents], but she insists she's saving it. She sure saves it. Piles up her change and examines it, and I simply can't get her to spend a penny."

June Howard, again like the other children in this age group, approached her problem casually—as if there was nothing out of order in her requests. She said: "I like to save my allowance so I have to ask for extra money."

Spend for Hobbies

Parents and children in the eleven- and fourteen-year-old groups also evinced concern about money requested in addition to the allowance. Mrs. Well's and Mrs. Wirth's problems represented the two most common to both groups. Mrs. Well, the mother of eleven-year-old Tom, made this remark: "Tommy collects stamps and toy soldiers. When he gets his allowance he spends all of it to add to one or the other collection, then he comes begging for ice cream money, or whatever else he feels like getting. When I refuse he gets mad and there's a fight. What am I supposed to do?"

The eleven-year-old children, unlike the Eights or Fourteens, made few comments. Their most frequent remark was typified by Tom Well's terse answer: "Yes, I ask for extra money and when I do there's a quarrel."

Mrs. Wirth, mother of a fourteen-year-old boy, said: "Jason gets \$2 a week but not one week goes by when he doesn't need extra

¹ From a study about children's allowances on the eight, eleven and fourteen-year-old levels—an educational dissertation by Judith Ehre Kranes at New York University, School of Education.

money for a ball or a piece of camera equipment or to go to some movie. I remind him that he has his allowance, but he says it's not enough. He throws up the fact that some friend or other gets more allowance than he does. Well, we can't afford to give him more and that's that. But he *refuses* to understand."

The children in the fourteen-year-old group were very articulate about their money problems. Jason seemed to see this particular problem as one that could be solved. "If I got \$3 instead of \$2, I could save some extra money for my collections. My mother gives me the extra money anyway, so why can't I get a bigger allowance?"

Make Reasons Clear

Teachers who have knowledge and understanding of allowance matters may be helpful to families who raise questions about the additional money children request.

First, children and parents need to be clear concerning reasons for the allowance. If the reasons are sound—and they should certainly include the desire to have the child develop value-judgment and independence—there will probably be fewer problems generally.

Second, parents need to realize that an eight year old can manage a weekly allowance if it is small and if its use is clearly defined. It ought to be for the purchase of his most common daily request, such as ice cream or candy. When both child and parent have agreed to a well-understood plan, parents will better be able to see which additional requests are reasonable. A child at this age knows that he may not have everything he sees even when he asks for it.

Eight year olds are beginning to have some concept of the realistic meaning of money. This age level's first handling of allowance money may appear foolish, but the child is really feeling out the things he can do with money, much as he feels out the first soil he plays in. Instead of unwise spending, the eight year old may wish to collect his money and play with it. The child usually outgrows either stage just as he outgrows other stages that are part of his development. The child who grows older, however, and still clings either to habits of excessive spending or excessive saving is expressing some mixed-up feelings which are related to matters other than the money itself. Most deep-seated and extreme difficulties about money involve feelings that have to do with

love and acceptance. There are reasons indeed why children who grow into adulthood still handle their money unwisely.

Third, by the time the child is eleven, the allowance amount might include spending on some item such as carfare, which goes beyond the small, everyday purchases that satisfy the child's personal wishes. When the child is fourteen, as far as the income can permit it, the allowance ought to include items which appear regularly on the child's calendar and which take foresight and planning on the child's part. Among these items may be carfares, club dues, church dues, school supplies and some items of clothing. While the child needs and should have freedom in his daily spending, he should have clearly defined (1) the amount intended for his small, everyday wishes and (2) the amount marked for the purchases which require foresight and planning. In the present study, the large majority of parents and children in the eleven- and fourteen-year-old groups, who acknowledged that the allowance covered both categories, were hazy about the amounts of money meant for both categories. They could not say with certainty what items were included in the division that required foresight and planning. Children and parents would more easily agree as to which of the additional money requests are reasonable if there were a clearly defined plan in these two areas which all accept.

Accepts Limitations

The child has a fairly good idea how much allowance his parents can afford to give him. He feels this without being told. He also knows—although he may need to be reminded—that children in different families receive different allowances, just as they live in different houses, wear different clothes and go on different kinds of vacations. The child who refuses to accept reasonable limitations on his buying is expressing anger about family doings other than ones which relate directly to money matters.

Above all, adults need to remember that money may and often does arouse a number of complicated feelings which stem from sources outside of the money itself. Children gather feelings from adults almost through "osmosis." The child's own feelings about money is not so different from his parents' feelings about money. He expresses them in different ways.

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NEWS and REVIEWS

News HERE and THERE

By FRANCES HAMILTON

New ACE Branches

Brookline Kindergarten League ACE, Mass.
University of Dayton ACE, Ohio

Children and Teachers Lose a Friend

The children and teachers of North Carolina and the ACEI lost a tireless and influential friend when **HATTIE S. PARROTT** died in Raleigh, North Carolina, March 1, 1957, after a short illness. Miss Parrott devoted her life to the interests and education of children and was a state and national leader in many organizations and projects affecting children. She was a founder of the North Carolina Delta Kappa Gamma and was secretary-treasurer of ACEI.

As state supervisor of elementary education in North Carolina, Miss Parrott played a vital role in securing legislation and giving educational leadership that rapidly improved the elementary schools of that state from 1920 to 1950.

Lay and professional organizations and local and state governments alike sought her guidance. She was the first woman to receive an honorary doctor of laws degree from Atlantic Christian College.

In her world travels she was an ambassador for children and for ACEI and rendered service abroad for UNESCO. At the time of her death, Miss Parrott was helping develop a mountain retreat for the members of the Christian Church of which she was a member.

Laura Ingalls Wilder

LAURA INGALLS WILDER, author of the *Little House* series of children's books, died February 10 at her farm home near Mansfield, Missouri. She was born in a Wisconsin log cabin described in *Little House in the Big Woods*.

Among Mrs. Wilder's books, known and loved by many children, are: *The Long Winter*, *On the Banks of Plum Creek*, *By the Shores of Silver Lake*, *Little House on the Prairie*, *Little Town on the Prairie*, and *These Happy Golden Years*. They have been translated into many languages.

ACEI Building Fund Time Schedule

The Steering Committee on Permanent ACEI Headquarters proposes the following time schedule:

1957-58
\$60,000 contributed to Building Fund by united effort.
Land purchased.

1958-59
\$60,000 contributed to Building Fund by united effort.
Architect to complete plans for building.

1959-60
\$60,000 to be contributed to Building Fund—planned for in annual budget.
Cornerstone of ACEI Center to be laid.

1960
ACEI occupies its own home.

Members of the Steering Committee are confident this schedule can be met. However, they know this will require the loyal participation of every member and of many friends of ACEI. Readers of CHILDHOOD EDUCATION include not only members but many of the Association's "best friends." You are invited to send your 1957 gift to the ACEI Building Fund during the summer months, if possible. As of March 31, 1957, the Building Fund was:

Gross Receipts	\$ 51,621.65
Net Receipts	46,660.10
Goal	\$225,000.00

OMEP Meetings

Bess Goodykoontz, of the U. S. Office of Education, attended the February meeting of the Council of the World Organization for Early Childhood Education (OMEP). Miss Goodykoontz is a vice-president and United States representative. Delegates from Denmark, Sweden, England, Belgium and France were also present, as well as an observer from Spain. The principal work of the Council was to plan for the next OMEP Assembly to take place in early August 1958 in Brussels.

Inexpensive Books for Children

ACEI has just published a guide for selecting inexpensive children's books. Chairman Sybil Ann Hanna, of the Jackson, Mississippi, Municipal Library, and her committee evaluated these books and listed those which were worth while. *Children's Books for \$1.25 or Less* is on sale at ACEI Headquarters, 1200 Fifteenth Street, N. W., Washington, D. C.

Hazel Gabbard Goes to Far East

Hazel Gabbard has been detailed from the U. S. Office of Education on a six-month tour of duty with the International Cooperation Administration in Saigon, Vietnam. She is to work in the Education Mission as an Educationist, helping to develop the school-community program. Miss Gabbard expects to visit ICA Missions in Tokyo, Manila, Bangkok, Jakarta and New Delhi.

Needs of Young Children

There is much to be done and many groups willing to help move forward the education of young children. This was the consensus reached at a meeting in Washington of representatives of national organizations interested in young children. The group met with Helen Mackintosh, chief, Elementary Schools Section; Myrtle Imhoff, specialist, Early Elementary Education; and Harriett Houdlette, acting specialist, Parent Education and Extended School Services—all of the U. S. Office of Education, Department of Health, Education and Welfare.

ACEI, represented by the Executive Secretary, pooled information regarding projects under way, plans for the future and suggestions for areas where more work is needed with National Kindergarten Association, American Association of University Women, National Association for Nursery Education, Department of Elementary School Principals and Kindergarten and Primary Education Division of NEA.

Bulletin for Branches

Branches will soon receive a short bulletin containing general information for officers and specific program ideas which have come to Headquarters. Groups in many parts of the country have used these ideas and want to share them with other Branches. Usually this material is presented in *The Branch Exchange*,

but there will not be another issue until September. This bulletin can be helpful in pre-planning for 1957-58.

Marshall Field Awards

Seven awards for outstanding contributions to the well-being of children have been given by the Marshall Field Awards. The Awards were offered for the purpose of focusing public attention upon children's needs.

Recipients of the Marshall Field Awards in their respective areas are:

Education: MARTIN P. GUNDERSON, Five Points, Fresno, California, for extensively developing the educational facilities of the Westside Elementary School of which he is principal. The pupil enrollment fluctuates greatly during the school year because of the migrant children. Mr. Gunderson has instituted detailed vocational training, medical care, and a shoe and clothing bank. He has brought the school's needs to the taxpayers' attention, has succeeded in raising the community tax rate and has won wide support.

Physical and Mental Development: LYDIA J. ROBERTS, of the University of Puerto Rico, for her studies, publications and constructive programs in child nutrition in Puerto Rico.

Social Welfare (Project): CALIFORNIA STATE DEPARTMENT OF SOCIAL WELFARE, for the marked extension and increased services to children needing adoption.

Social Welfare (Individuals): FRANK J. COHEN, of New York City, director from 1944 to 1953 and presently a staff member of Youth House, which was established as a detention facility in New York for delinquent children under sixteen years old.

NINA PERERA COLLIER, of Darlington, Maryland, for her contributions to children's musical education by introducing live, recorded and filmed music of exceptional performance and excellent commentary into the regular curriculum of the Baltimore schools.

MARGARET SCOGGIN, of New York City, for developing and moderating the radio program, "Young Book Reviewers," heard weekly over Radio Station WMCA.

100th Anniversary for NEA

Nineteen hundred fifty-seven marks the 100th anniversary of the organizing of the National Education Association. During the last century, NEA has exerted a constantly growing influence in behalf of better schools, better teachers and a better educated citizenry. We congratulate NEA on its 100th birthday! ACEI looks forward to many fruitful years of continued cooperation with NEA.

Books for Children

Editor, ALICE L. ROBINSON

THE ENCHANTED SCHOOLHOUSE. By Ruth Sawyer. Illustrated by Hugh Troy. New York: Viking Press, 625 Madison Ave., 1956. Pp. 128. \$2.50. A more satisfying fairy story it would be hard to find. Brian Boru Gallagher has seen many of the wonders of America in the picture magazines his uncle sends him from that country. When the same uncle asks the boy to visit him in Maine, Brian feels he must take with him something to prove that Ireland, too, is a grand land. He catches a Little Man and carries him to America in his grandmother's earthenware teapot. And well it is he does, because the schoolhouse in Lobster Cove is an ugly thing, not at all like the lovely one in Donegal. Only with the aid of the fairyman can Brian and the other pupils get a new schoolhouse. Ages 9 to 12.

THE GREEN POODLES. Written and illustrated by Charlotte Baker. New York: David McKay Co., 55 5th Ave., 1956. Pp. 218. \$3.00. When orphaned cousin Fern comes from England to live with her Green relatives on their Texas farm, she brings with her her champion poodle, Juliet and her puppies give the Green children a most welcome opportunity to earn some money so that Aunt Lena will not have to work so hard to support them.

The responsibility which each assumes makes them a closely-knit family—an outstanding aspect of the story. Details of training dogs and of the kennel business are an integral part of the book. Ages 9 to 12.

SUSIE SNEAKERS. By Scott Corbett. Illustrated by Leonard Shortall. New York: Thomas Y. Crowell Co., 432 4th Ave., 1956. Pp. 215. \$2.75. A summer on Cape Cod is not a pleasant prospect for Susie from Omaha.

She is not sure she will like her cousins, Julia and Blake. She doesn't like the peculiar smelling starfish in the room she shares with Julia, nor the bluefish jaw. She is sure she would not like fishing, clamming, swimming or boating. The beach and the ocean are full of crawling things. Her understanding of Blake's longing to own the trim sailboat, Argos, however, is the beginning of her interest in someone besides herself. By the time she is able to help him get the boat, she loves her cousins and Cape Cod. Ages 9 to 13.

BLACK FOX OF LORNE. Written and illustrated by Marguerite deAngeli. New York: Doubleday & Co., Inc., 575 Madison Ave., 1956. Pp. 191. \$2.95. As usual, this author makes it possible for the reader to move freely in a given historical period, this time Tenth Century Scotland. The lords of the realm are plotting against the King who is struggling to establish a strong kingdom and a better way of life for his subjects. Into this intrigue are

----- (Sign, clip and mail this form NOW with your gift) -----

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(Gifts to ACEI Building Fund are Tax Exempt)

Date _____

To ACEI, 1200 Fifteenth St., N. W., Washington 5, D. C.:

I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of Columbia and now having office at 1200 15th Street, N. W., Washington 5, D. C.,

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thrown two Norse boys, Jan and Brus, when their father's ship is wrecked, their father killed and their mother's fate unknown to them. Adventuring through the campaigns of the treacherous Black Fox, they find their mother and become loyal Scots. Ages 10 to 13.

THE RAINBOW BOOK OF ART. By Thomas Craven. Cleveland: World Publishing Co., 2231 W. 110th St., 1956. Pp. 255. \$4.95.

This history of art includes painting, sculpture and architecture from the cave paintings of Spain and Southern France to the modern architecture of Frank Lloyd Wright. The style of writing is lively and interesting and expresses a very real appreciation of artists and their works. Hundreds of illustrations in color fill 32 pages. While the text is not readable much below the age of twelve, some of the pictures are usable with younger children. This would be a good volume for home purchase. Ages 11 and up.

THIS WAY, DELIGHT. Selected by Herbert Read. Illustrated by Juliet Kepes. New York: Pantheon Books, 333 6th Ave., 1956. Pp. 155. \$3.50. This is subtitled "A Book of Poetry for the Young." In the section, "What

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is Poetry," which follows the main text, the author states that all of the poems appeal to both eye and ear. It is an unusual collection, many not so well known but all lovely. It might well be used with children and young people who already have had experience with poetry. Adults will enjoy it, too. *All ages.*

The following books were reviewed by RUTH GUE, elementary supervisor, Montgomery County Public Schools, Maryland.

THE FIRST BOOK OF CODES AND CIPHERS. By Sam and Beryl Epstein. Illustrated by Laszlo Roth. New York: Franklin Watts, Inc., 699 Madison Ave., 1956. Pp. 62.

\$1.95. Many kinds of codes and ciphers—letters, words, numbers and symbols—and their use in business, military and diplomatic communications are explained and illustrated in this interesting book for young readers. Brief accounts of codes which have been used throughout history and of codes in use today are included, along with explanations for encoding and decoding messages and for making and using invisible ink. Messages in different codes are scattered throughout the book with answers at the end. The many illustrations

are both entertaining and informative. *Ages 9 to 12.*

THE FIRST BOOK OF THE ANTARCTIC.

By J. B. Icenhower. Illustrated by Russ Anderson. New York: Franklin Watts, Inc., 699 Madison Ave., 1956. Pp. 67. \$1.95.

Captain Icenhower, a member of the U. S. Navy's Antarctic Expedition of 1946, writes with authority of this vast unexplored area at the bottom of the world. He describes the continent with its unbelievably cold climate and its hurricane-like winds and explains how scientists, engineers, explorers and technicians live and work as they gather scientific data for the world. Descriptions of strange and fascinating animals and brief accounts of early expeditions are included. The author also suggests the possibility and importance of using Antarctica as an "international laboratory for the scientific exploration of our earth and its atmosphere." The black and white illustrations, many of which have an icy-blue shading, both complement and interpret the text. *Ages 9 to 12.*

(Continued on page 428)

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Books for Children

(Continued from page 427)

THEY ALMOST MADE IT. By Fred Reinfeld. Illustrated by Ava Morgan. New York: Thomas Y. Crowell Co., 432 4th Ave., 1956. Pp. 198. \$2.75. This book tells the story of some of the little-known persons who prepared the way for the invention of the steam engine, the steamboat, the locomotive, the reaper, the telegraph, the sewing machine and the submarine. It also gives an accurate account of the contributions made by those persons who have received credit for inventions which they did not actually make. Throughout the text, it is made clear to the reader that everything we know or do is dependent upon what was known and done in the past and that inventors have contributed to and influenced social progress. Line drawings and diagrams illustrate the text. Ages 12 and up.

CHRISTMAS ON THE MAYFLOWER. By Wilma Pitchford Hays. Illustrated by Roger Duvoisin. New York: Coward-McCann, 210 Madison Ave., 1956. Unp. \$2.50. Through fiction based on historical facts and concerning real people the author has presented an authentic picture of the Pilgrims' first Christmas in the New World. This simple but dramatic text relates how the ship's crew became angry with the passengers because of the weeks taken to explore the coast for a sheltered harbor and how Captain Christopher Jones, with great understanding, finally united the Pilgrims and the crew. Construction of Plymouth's first building, the Common House, was begun on Christmas Day, 1620. At the close of the day a yule log, red berries, greens and wild game for the table relieved the unhappy feelings; and the crew and passengers all sat down to enjoy Christmas dinner together. The soft blue and black drawings are a beautiful contribution to the story. Ages 7 to 10.

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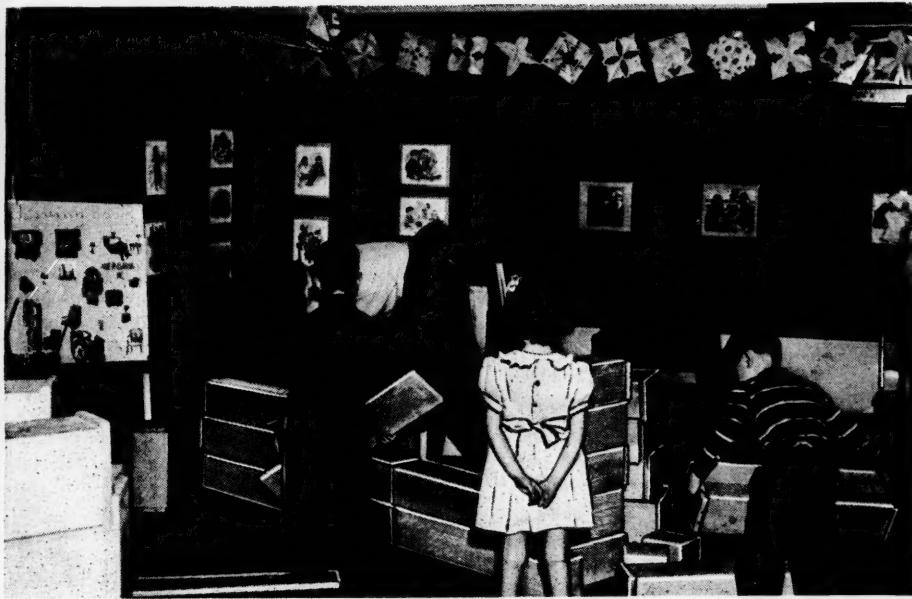
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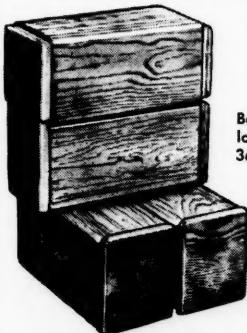
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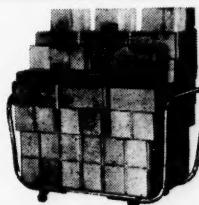
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Books for Adults . . .

Editor, CHARLES DENT

PLANNING THE ELEMENTARY SCHOOL CURRICULUM. By George A. Beauchamp. New York: Allyn & Bacon, Inc., College Division, 70 5th Ave., 1956. Pp. 295. \$4.75.

Building a stronger elementary school program is a basic issue in almost every American community. More than ever before, school administrators and teachers are striving to work cooperatively with lay groups in the improvement of schools. Teachers, administrators and laymen will want to read Mr. Beauchamp's modern approach to the cultural and sociological understandings needed to further cooperative curriculum planning in today's elementary schools. His entire approach encompasses the foundations of our educational heritage, the school's role in society, the nature of children and understanding of how they learn concepts of authority and responsibility for democratic living.

The author presents a middle-of-the-road philosophy for those who neither want to go all out for the so-called progressive educational program nor want to retain the outmoded trappings of the traditional curriculum. He gives a systematic treatment of the important aspects of lay-professional curriculum planning by describing curriculum, fundamental considerations involved in planning and needed techniques. An outline of procedures is included along with valuable suggestions.—Reviewed by RICHARD M. BURNET, principal, Public Schools, Albuquerque, N. M.

MUSIC EDUCATION PRINCIPLES AND PROGRAMS. By James L. Mursell. Morris-town, N. J.: Silver Burdett Co., 1956. Pp. 386.

Probably the only misleading part of Mursell's new book is the title. If one expects a delineation of courses and schedules, he is doomed to disappointment. The book is undoubtedly Mursell's best. Not only is it a scholarly piece of writing, but it has a personal warmth and magnetism that more clearly represents the author's personality and character than his earlier works.

The book is well outlined and the organization logical and easy to follow. After a statement of principles, Mursell sets forth five aims in music education: enjoyment, success, discipline, social development, widening cul-

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tural horizons. According to the author, a wide range of learning experiences should be provided. He makes specific suggestions to this end.

Included are chapters on music reading, singing, instruments, rhythm, listening, integration, creation and administration. Music reading is treated with extraordinary detail.

A book which everyone concerned with music education ought to read!—Reviewed by ARCHIE N. JONES, professor of music, The University of Texas, Austin.

TEACHERS' GUIDE TO EDUCATION IN EARLY CHILDHOOD. Compiled by Bureau of Elementary Education, California State Department of Education, under direction of State Curriculum Commission. Sacramento: California State Dept. of Education, 1956. Pp. 753. \$2.50. In the preface Helen Heffernan, chief, Bureau of Elementary Education, acknowledges the many individuals and groups who made this compilation possible. She goes on to say:

The present and approaching conditions of pupil mobility, large class enrollments, and teacher short-



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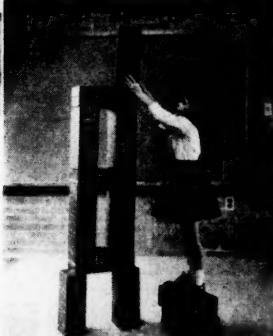
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Persons working directly with teachers of young children would readily agree with the above statement and hasten to add that professional books are needed to help present a common point of view and a common body of content. Facing today's educators is the overwhelming task of helping hundreds of teachers with vastly different experiential backgrounds. This book should be a helpful tool in this tremendous job. It fills a need for a practical guide through which persons can help themselves at a time when it is impossible to render all the guidance needed by today's teachers.

Included is a comprehensive discussion of all phases of the young child's education: early growth and development of children; experiences children have at school in music, art, literature, health, social studies and science; guidance of children in these experiences;

teaching exceptional children; working with parents; housing and equipment for young children. In using this "handbook" the teacher will find confirmation of ideas he has used successfully; he will also find practical ideas used successfully by other teachers.

A special strength of the book is in the suggestion for guiding young children in experiences at school. Recorded observations of children engaged in dramatic play tell teachers what to look for in such experiences and how to plan for the continuous growth of children through this medium. Other examples of guidance are presented with equal clarity.

Presenting ideas and suggestions of many people always poses difficulties. This well-organized, attractively illustrated, comprehensive guide proves that educators in California found a workable solution.—Reviewed by CLYDE MARTIN, Dept. of Curriculum and Instruction, The University of Texas, Austin.

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YOU CAN TEACH A CHILD THAT READING CAN BE FUN. By *Ellen C. Henderson*. New York: *Exposition Press*, 386 4th Ave., 1956. Pp. 172. \$3. This book has been presented as "A Guide for Parents and Teachers." While many specific suggestions for teaching children skills and understandings involved in reading are given, the book also gives a clear and detailed explanation of the author's philosophy regarding processes involved in reading and how reading should be taught. Among the various aspects stressed are: listening to "inner speech" ("the talking you hear inside yourself") before reading or responding orally; promoting "eye-mind-voice" reactions rather than "eye-voice" reactions; memorizing meanings in developing sight reading; procedures for developing phonics skill. Attention is also given to effective oral reading and choral speaking. While the author writes clearly and convincingly, there will perhaps be disagreement among readers relative to some of the procedures advocated.—Reviewed by *EMERY P. BLIESMER*, Dept. of Educational Psychology, The University of Texas, Austin.

SPEECH WAYS. By *Louise Binder Scott and J. J. Thompson*. Dallas: *Webster Publishing Co.*, 1955. Pp. 216. \$2.70. This book casts the teacher in the role of a guidance person who is keenly sensitive to growing-up needs of children and who recognizes speech as one of those needs. Speech is a natural experience: a large part of a child's waking hours is spent in talking; a child must continue to talk even if he does not know how to use his speech powers effectively, because the social environment demands it.

Children work at their problems in their own way because they do not possess all the tools adults have at their command. The authors suggest four ways of helping children: guidance through a teamwork approach in group discussion, role-playing and group speaking; providing opportunities for practice in storytelling; training and guidance in listening and relaxation; helping those who have special communication barriers—speech fright and stuttering. The book is rich in illustrations, suggestions, selections for practice, checklists and bibliographies.—Reviewed by *GROVER A. FUCHS*, assistant professor of speech, The University of Texas, Austin.

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Among the Magazines...

Editor, ERNA CHRISTENSEN

People Are Talking About

In reading professional journals and other periodicals, there appear to be certain recurring themes. These themes are echoed too wherever one stops to listen to educators who are probing for better ways of living and learning in today's world. Your committee has selected diverse articles that in its judgment reflect the current scene with pertinent consideration.

● "Education and U. S. Business: New Partners": This series of articles in the *Saturday Review* (Jan. 19, 1957), constitutes a many faceted overview of the increasing mutual understanding and appreciation of two vital forces in American life—education and business. As one of the articles points out, businessmen and educators have tended to think of each other in terms of stereotypes which are neither flattering nor true. Leaders in both fields have long been aware of the interdependence of business and education, but it

has been taking a long time for many to come to the same realization. It is impossible to condense the scope of these articles into the narrow limits of this review, and by the time this reaches you the January 19th issue of the *Saturday Review* may be buried deep in more recent copies. However, you will be hearing and seeing much more evidence of this growing partnership, which will undoubtedly have its ups and downs, but which holds great promise for the continued strength and unity of our national life.

● "Year-Round Schools": An idea that is coming back as a way to end overcrowding and to cut the need for new buildings is presented in an article in *U.S. News and World Report* (Mar. 1, 1957). Although parents in the past have opposed year-round schools because they interfered with vacation habits and administrators have feared the nightmarish tangle of keeping three groups running, the demand for more trial use of the plan is growing. It would divide the student body equally into four groups. Each group would get a three-month vacation, but the school itself would never close. San Diego and Minneapolis have the plan under consideration. A prominent businessman and politician in Florida is campaigning for it. At present the U.S. Office of Education knows of no elementary or high school using the year-round plan, but, of course, colleges have used the four-quarter system for decades. What happens to teachers? They are assured of work for 12 months or a three-month period free for study, travel or rest. "If a teacher chooses to work all year, he would be assured of a month's vacation with a substitute conducting his class."

● "Teaching with TV": Seven years ago educational TV hardly existed. Today it is being used experimentally in a dozen or more school systems and 18 colleges and universities. *Life* (Feb. 25, 1957) reports on the pros and cons of TV in the classroom. The advocates see TV as an answer to the teacher shortage, the means of improving instruction and the means of reaching people confined to jobs at home or gifted children unable to be provided with advanced courses at school. Among the opponents are some educators who see TV as a danger to the profession and a threat to their jobs, some parents who object to more TV at school when they have it at

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home, and those who feel it is too expensive. There appears to be agreement that TV can never replace teacher-pupil relationships nor substitute for the give-and-take in living together in a classroom.

● "Television—Teaching's Newest Tool" (*Saturday Review*, Feb. 16, 1957): Jack Mabley states that educators are moving slowly to discover and use the potentials of TV. Twenty-two educational television stations are now in operation in this country. In 1952 the Federal Communications Commission set aside 258 channels for educational TV stations. The author says: ". . . there is probably no group in the country which is slower to move or to change than the schoolteaching profession." Incidentally, in this same issue is an entire section on "Tools for Teaching." The presentation is by way of a critical analysis of some of the latest teaching aids.

● "Foreign Languages in the Elementary School": In the midst of pressures on the elementary school to teach a second language here is the voice of a skeptic who raises some questions as to the justification. Anne S. Hopcock in the Feb. 1957 *Education Digest* refutes some of the assertions frequently made to support the desirability of teaching another language to young children. Research, she finds, seems to be available to "prove" that the same practice is both good and bad. In her opinion the basic consideration should concern itself with values and principles and what research in human development and learning indicates. Such research, she reports, does not support a second language. The writer does not quarrel with the desirability of Americans becoming bilingual, but she does have some concerns about giving priority to a foreign language program that serves no genuine need of children. More effective than formal instruction in one language, Miss Hopcock suggests, is to develop an interest in several languages by having many vital experiences in the elementary school with several cultures. In the light of the challenges presented here, a foreign language program in the elementary school appears to be more saleable than sound.

● "What Happened to the Three R's": The author, Falcon O. Baker, made a search and a discovery which he has recorded in the Jan. 1957 *Redbook*. Because of the experiences his young son was having in school, the author was prompted to find out why children were

not learning the fundamentals in the way that was familiar to him. The author gathered information from his son's teacher, the principal and a professor of education. He listened to critics on both sides and finally concluded that children today are being educated. He found that the purposes of elementary education today are broader than in the past, that the schools are doing more than teaching the Three R's—they are trying to develop citizens with social consciousness and adults who will lead happy useful lives. In his quest to understand today's schools, the author found six important goals of modern education. He concludes that although the schools are not perfect, they are doing a good job and are truly teaching the fundamentals but in a way different from that of some years ago. This article should be effective in interpreting a modern school to parents and lay people.

Resources in Folklore

● *The New York Folklore Quarterly* (Autumn 1956), published by the New York Folklore Society, provides an entertaining and thought-provoking evening's reading.

"The Year We Were Sick," by Hattie R.

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For further information write

714 West California Street, Pasadena, Calif.

Ballard, recounts authentic experiences from the author's family records for 1842. The account starts with the birth of Grandmother's ninth child: "Grandmother had never had a doctor for such occasions, and felt it a shame to bother one when folks who were really sick might need his attention." From then on, one member of the family after another suffered some dread disease, but all survived to spend a happy Thanksgiving together.

The selections offered in this quarterly are indeed varied. "Big Shot" Bill Greenfield is a tall-tale character who was always having astounding experiences, such as the time a deer ran around the mountain so fast that Bill's bullet passed it three times before it finally hit its mark.

"Jump Rope Songs and Games," by Riva Schiller, records some of the lore of this hardy perennial game.

"Up State, Down State" contains among its items of folklore news and notes the following bit of wisdom quoted in the writings of William Chapman White: "There is only a couple hundred square miles I know, but mister, I know 'em. Every rock and stump on 'em. The trouble with people today is they're so busy coverin' ground they ain't got time to notice what's on the ground they're coverin'."

"The Fascination of Folklore," by Mildred Larson, describes some of the activities in a college folklore course—in particular the research project on one's own local folklore. What possibilities this topic has on any level, or as an all-school project, knitting together the efforts of children, parents and grandparents in making simple accounts of daily life of our immediate but vanishing past!

● By the way, does your state have a folklore publication? Can you tell us about it?

~ ~ ~

EDUCATIONAL JARGON IN CHILDHOOD EDUCATION, 1956-57, AS IDENTIFIED and interpreted by the following students at The University of Toledo, Ohio, under the guidance of Lewie W. Burnett:

Ruth Bender
Patricia Cain
Patricia Downer

Gay Jean Frye
Donna Glanzman
Beverly Kubitz

Elizabeth Moree
Patricia Moulton
Clara Jim Snead

provocative content—content to stimulate thinking and discussion
developmental pattern—the way we grow
emotional picture—the view one has when he lets his feelings color his thinking,
or getting the emotional responses of the child to a situation
dynamic atmosphere—a forceful prevailing mood
broad goals—long-term or general objectives covering a large area and not set specifically for one small part (All subjects and activities should contribute.)
environmental setting—physical conditions or external surroundings of the classroom
psychodynamic point of view—something to do with causative factors and motives.
multisensory materials—materials that appeal to more than one sense, such as movies, clay, etc.
trichotomy of textbooks, etc., library and audio-visual kingdoms—one central place in a school for all these materials
basic tenets of democracy—basic ideas and values
conservation culmination—culminating activity of a conservation unit
social compatibility—enjoying the same things; able to get along with others
our own misperceptions—wrong ideas or misinterpretations
external manipulations—acts we do outwardly to show our inner feelings
extrinsic purposes—working for material reward and glory, rather than real learning

[Editor's Note: Would another group of students like to prepare a similar glossary of educational jargon used in CHILDHOOD EDUCATION?]

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Over the Editor's Desk

Dear Readers:

DO YOU HAVE A FRIEND OF A FRIEND WHO can make exquisite line drawings? We have! Frances Stuart, Greenville, North Carolina, is that friend. She contributed the April frontispiece of CHILDHOOD EDUCATION. She writes: "If the drawing always remains anonymous it will be fine with me. I enjoyed doing it . . . The equivalent of a courtesy line has already been given me in the pleasure of filling your request . . . ACEI has long been one of my pet organizations."

My second question: Do you have a secretary whose talent is drawing? The drawing of the lotus pond accompanying the article on Thailand was by Michi Soma Freeman, secretary of the ACEI editorial department. She also did some of the art work for the April issue. Thank you, Michi Freeman.

CHILDHOOD EDUCATION IS A GROWING INfluence as evidenced by the fact that Senator Alexander Wiley of Wisconsin read Senator Karl Mundt's editorial, "World Teamwork," (February) on the floor of the United States Senate. We at Headquarters office had an out-of-the-ordinary interest in the February 7th appendix of *Congressional Record*. Senator Wiley's preface to reading the article was:

We of this country who rightly regard our educational system as so vitally important, who have invested so much of our national, state and local resources in training our children, and who recognize that we must invest still more, are ready, willing and eager to render additional technical assistance to educators throughout the world in the parallel task abroad . . . No finer work can be performed in all this world than to plant wholesome seeds in the minds of the young.

A letter by Mrs. Gilbert Smith, Wisconsin (October CHILDHOOD EDUCATION, "Make Me a 'Good' Boy") to her child's kindergarten teacher has now a "passport" by virtue of ACEI's permission granted to the U. S. Information Agency to travel into any country of the world. Permission includes translation rights for any language. The immediate translation into Spanish will be for the 10,000 readers in Chile's monthly magazine *Ojos Y Oídos del Maestro* (Eyes and Ears of the Teacher). The Santiago, Chile, Office of U. S. Information Service requested it and stated it would be mailed to Chilean primary schools and to normal schools.

If you are traveling in Ghana this summer, do not be surprised to find citizens of the newly formed Commonwealth reading CHILDHOOD EDUCATION. Its influence is growing.

IT IS WITH APPRECIATIVE YET HEAVY HEARTS we say "Thank you for work well done" to chairman Laura Hooper, review editors Patsy Montague, Charles Dent and other out-going members of the Editorial Board. We have grown so accustomed to their reviews and their valuable help through the critiques of CHILDHOOD EDUCATION. We shall miss hearing from Alice S. Baird, Marjorie L. Carlson, Marjorie Kingsley, Lucile Lindberg, Neva Ross, Florence Weiland and Willie Dee Weiss.

Laura Hooper has been a wise counsellor and an inspiration to the Editor and the Board. But once in the editorial family of ACEI, members are urged to continue to send in evaluations "without portfolio" of Editorial Board.

We welcome the following members into the "fold" of the Editorial Board:

Chairman: ALBERTA L. MEYER, Public Schools, St. Louis, Mo.

Review Editors: Books for Adults—ELIZABETH KLEMER, San Diego State College, Calif.; Bulletins and Pamphlets—HELEN COWAN WOOD, Fresno County Schools, Calif.

Others:

MAX BERRYESSA, Brigham Young University, Provo, Utah

GRACE DOLMAGE, University of British Columbia, Vancouver, B. C., Can.

EUGENIA HUNTER, Woman's College, University of North Carolina, Greensboro

DORRIS LEE, Portland State College, Ore.

ELIZABETH LLOYD, University of Delaware, Newark

CHARLOTTE STEINKE, Public Schools, Evanston, Ill.

LOIS WATT, The Sidwell Friends School, Washington, D. C.

We want further to extend appreciation to Merle Gray, out-going president of ACEI, and other out-going members of the Executive Board for their staunch support.

Since appreciative words are in order, we want to conclude with a "thank you" to our co-workers on the ACEI staff and a salute of recognition to Lanman Engravers, Edgewood Office Mailing Service and Graphic Arts, the firm that prints CHILDHOOD EDUCATION.

Enjoy your vacation! Until next September,
Sincerely,

Margaret Rasmussen

